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General Information

James Madison University

Founded in 1908 and located in the center of Virginia's famous Shenandoah Valley, James Madison University is a public, comprehensive university. The university offers programs at the bachelor's, master's, educational specialist and doctoral levels.

The total enrollment for fall 2003 session was 16,203. This total included 14,991 undergraduate students, 808 graduate students and 384 non-degree seeking students. JMU has 91 major campus buildings, including a 31-acre, off-campus farm. Nearly \$143 million worth of new facilities and improvements have been added since 1975. JMU offers students a full program of extracurricular and social programs, as well as a diversified program of intercollegiate and intramural athletics.

Location

JMU is located in Harrisonburg, Va., a progressive city of over 40,000. The area is flanked by the Blue Ridge Mountains on the east and the Allegheny Mountains on the west. The JMU campus is located just off Interstate 81 and is a two-hour drive from Washington, D.C. and Richmond, Va. and one hour from Charlottesville, Va.

The College of Graduate and Professional Programs is located in the Grace Street House on West Grace Street.

History

In its 96-year history, JMU has grown from a state normal and industrial school for women to today's coeducational comprehensive university. In 1914, the name of the university was changed to the State Normal School for Women at Harrisonburg. The university became the State Teachers College at Harrisonburg in 1924 and continued under that name until 1938, when it was named Madison College in honor of the fourth president of the United States. In 1977, the name was changed to James Madison University.

The College of Graduate and Professional Programs

The JMU Graduate School was established in 1954, when the State Board of Education authorized the university to offer programs leading to the Master of Science in Education degree. In October 2001, the Graduate School and the Office of Continuing Education joined to form the College of Graduate and Professional Programs.

The College of Graduate and Professional Programs is authorized to offer graduate programs leading to master's degrees, Educational Specialist degrees, Doctor of Philosophy degrees and Doctor of Psychology degrees.

Mission

The mission of the College of Graduate and Professional Programs is to:

- § Facilitate the development, growth and maintenance of graduate programs of distinction.
- § Facilitate the development, growth and maintenance of high quality continuing professional development programs for non-degree seeking students.
- § Establish, implement and maintain a high standard of excellence in graduate and professional programs at JMU.
- § Serve the needs of the Commonwealth of Virginia, and those of national and regional graduate and non-degree seeking students.
- § Support the continuation and development of diverse, innovative graduate and professional programs by building on existing graduate and undergraduate strengths.
- § Encourage and facilitate students in their development of strengths in critical and creative thinking, communication, and applied skills.

Physican Assistant

Psychology Graduate Programs

Public Administration

Public Health

Special Education

Technical and Scientific Communication



The mission of the College of Graduate and Professional Programs is in concert with the overall mission of the university, which states,

We are committed to preparing students to be educated and enlightened citizens who will lead productive and meaningful lives.

Administration of the College of Graduate and Professional Programs

The office of the dean of the College of Graduate and Professional Programs has academic responsibility for all issues of graduate education at JMU. In addition, the college oversees all continuing professional development programming.

Significant in the organization and administration of the College of Graduate and Professional Programs are the university's Graduate Council and the graduate faculty body.

The Graduate Council

To accomplish the goals and objectives of the college, the Graduate Council, under the leadership of the dean of the College of Graduate and Professional Programs, develops broad policies and procedures. Policies and procedures needing Graduate Council approval are:

- § Graduate admission policies and procedures.
- § General academic standards of graduate study.
- § Research standards for graduate students and graduate faculty.
- § General procedures for the evaluation of graduate students.
- § Addition of new graduate programs.
- § Deletion of existing graduate programs.
- § Addition or deletion of graduate courses.
- § Establishment of appointment standards for graduate faculty.
- § Appointment of graduate faculty.

Graduate Council Membership

- § Dean of the College of Graduate and Professional Programs, Chair
- § Coordinator of each graduate program (or representative)
- § Two graduate student representatives
- § Representative from the JMU library system
- § Representative from the division of Academic Affairs

Graduate Faculty Appointments

The graduate faculty hold a position of honor at JMU. Graduate faculty membership is reviewed every six years. Through the Graduate Council, the graduate faculty members assist the dean in developing general policies and administrative procedures for graduate programs. The office of the dean of the College of Graduate and Professional Programs, assisted by the Graduate Council and the graduate faculty, has responsibility for final approval of graduate degrees to be awarded.



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General Regulations

Upon enrollment, graduate students accept responsibility to remain current on policies and regulations set forth by their programs of study and the College of Graduate and Professional Programs. Current regulations and policies are updated annually and published in the *Graduate Catalog*. Further explanations and clarification are readily available from the College of Graduate and Professional Programs Web site at <http://www.jmu.edu/cgop/>.

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Advising

Faculty Advisers

All students admitted into to the College of Graduate and Professional Programs are assigned faculty advisers. Graduate program coordinators/directors or designated members of the graduate faculty serve as faculty advisers.

After admission, students must meet with their advisers to select initial course work and plan their programs of study. Students should consult with their faculty adviser(s) to plan programs of study prior to initial registration. Advisers are also available to oversee subsequent changes in the

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student's program of study and to conduct the final examination and other phases of the specific requirements for the graduate degree.

Changes to Policies and Programs of the College of Graduate and Professional Programs

The graduate degree requirements found in this catalog set the minimum standards acceptable by the JMU College of Graduate and Professional Programs. The university endeavors to provide note of any change, through the advising process, or through other means of communications; however, it is the responsibility of each individual student to become and remain aware of all applicable requirements and provisions that may apply to the student.

It is the prerogative of each academic unit to make changes in programs at any time prior to graduation. It is common practice, however, for students to complete the program requirements as described in the catalog for the year in which they entered their program. Students should inquire as to the specific policy of their graduate program.

Exceptions to Regulations

Exceptions to any of the published rules and regulations cited within the *Graduate Catalog* may be requested by petition to the dean of the College of Graduate and Professional Programs. Such petitions must be initiated by the graduate student with the written approval of the student's adviser or graduate coordinator and must mention the regulation and justify completely the exception being requested.

Comprehensive Examinations

A formal assessment of mastery, a comprehensive written and/or oral exam, designed to appraise the student's competence is required of each JMU student in order to complete his or her program of graduate study. The format and timing of this assessment is at the discretion of the graduate program, provided it fairly and adequately documents the knowledge and skills the student has acquired. The content of the comprehensive exam should accurately reflect the content of the student's academic program. The exam should require the integration and synthesis of what has been learned by the student. The student must demonstrate a breadth of knowledge in the discipline and depth in specific content areas to be determined by the graduate program faculty.

A comprehensive examination involving a major/minor program cannot be taken until at least six credit hours in the minor program have been completed; approximately a third of the comprehensive examination will be devoted to the minor field. Students will be notified, in writing, of success or failure of the comprehensive examination by their major program or academic unit adviser.

Comprehensive Examination Committees

Each graduate program must have a comprehensive examination committee for the program and/or for the individual student. Individual student comprehensive committees are selected by the student in consultation with the graduate program coordinator and/or program adviser. Each comprehensive exam committee must consist of at least three JMU graduate faculty members with the background and interest necessary to evaluate the mastery of the student. At least two members must be from the student's graduate program.

Non-graduate faculty members of the comprehensive exam committee, which may include persons external to the university, must be approved by the dean of the College of Graduate and Professional Programs. Such members shall make up no more than one-third of the total committee membership. Graduate instructors may also be appointed to committees with the approval of the dean of the College of Graduate and Professional Programs, but only when their expertise clearly qualifies them; however, their appointment must be in addition to the required number of graduate faculty members.

Graduate students may not serve on the comprehensive examination committees. Only a graduate faculty member from the student's graduate program may chair a comprehensive examination committee.

Comprehensive Examination Failure

In the event a student fails the comprehensive examination, the student may request a re-examination. Unless there are extenuating circumstances, the re-examination must occur within six months of the date of failure. Only one re-examination will be allowed. Cases involving extenuating

circumstances must be raised or supported by the graduate program faculty and presented in writing to the dean of the relevant college for approval. If a student fails the second comprehensive examination, his or her graduate program will be terminated.

Comprehensive Examination Continuance

Students completing all degree requirements except the comprehensive examination are required to enroll each semester until they have passed the comprehensive examination. Students must register for comprehensive continuance credit hours during those semesters in which they are engaged in preparation for the comprehensive examination. NOTE: The continuous enrollment course GRAD 597 cannot be used as a comprehensive continuance course. Credit hours for comprehensive continuance do not count toward graduate program requirements.

Continuous Enrollment

All students enrolled in graduate degree programs must enroll each regular semester for a minimum of one graduate credit hour. This registration must continue with no breaks from enrollment in the first graduate program course to graduation. This policy does not include summer sessions.

It is preferable that students enroll in courses relevant to their graduate program to facilitate timely completion. If it is not possible to do so, however, the College of Graduate and Professional Programs has established a one-credit continuous enrollment course, GRAD 597. The tuition for this course is \$50.00. No grade will be assigned for this course.

GRAD 597. Continuance. 1 credit.

To remain in good standing in their program, all graduate students must maintain continuous enrollment each semester in their program from entry until graduation. This course allows those students who are not intending to register for any other courses during the current semester to continue in their program in good standing. Course may be repeated as needed.

It is possible to receive an exemption from the Continuous Enrollment requirement. There are two possible types of exemption from the continuous enrollment requirement:

Leave of Absence: Continuous Enrollment is granted in individual cases when the student demonstrates sufficient cause (e.g. illness, or other personal circumstances). A request for this type of leave must be submitted by the student in writing (electronic mail is sufficient), indicating the reason(s). The student's request *must be approved by the graduate coordinator* of the student's program and the dean of the College of Graduate and Professional Programs. Leave of Absence: Continuous Enrollment is granted for a specified time period that may not exceed three semesters total, excluding summer session. In no case, may on-leave status exceed this maximum throughout the student's entire degree program. When students on leave plan to resume graduate study, the Intent to Resume Graduate Study form must be received by the College of Graduate and Professional Programs at least 15 working days prior to the first class day of the return semester.

Planned Leave of Absence is granted to students for whom the unique design of their graduate program (not the manner in which they choose to complete their program) is such that the offering of courses is not on a continuous semester-to-semester basis. Planned Leave of Absence for students in a program is requested by the program faculty and must be approved by the Dean of the College of Graduate and Professional Programs. Examples of programs suited for Planned Leave of Absence includes summer-only programs, program using a distance learning format, and "executive" programs. It is assumed that these programs will not require the continuous enrollment exemption for the entire length of the program. Thus, students whose graduate programs are pre-approved for Planned Leave of Absence must submit a Request for Planned Leave of Absence indicating *each term* for which leave is requested. It is also assumed that these students will complete all degree requirements within the time limits established in the *Graduate Catalog*.

Both leaves must be approved by the dean of the College of Graduate and Professional Programs.

A graduate student who takes an unapproved break in registration by failing to maintain continuous enrollment or by failing to obtain a Leave of Absence: Continuous Enrollment will relinquish his or her graduate standing in the university. Students who wish to be reinstated will be required to file an Application for Graduate Admission and pay the admission fee.

The following are circumstances for which GRAD 597 is **not** appropriate:

During the graduation semester. A student cannot use GRAD 597 as the enrollment requirement during the semester he or she is scheduled to graduate. All graduate students must be enrolled in a course in their program, such as thesis or dissertation continuance, during the semester they are scheduled to graduate.

While completing a dissertation or thesis. If a student's graduation must be delayed a semester while he or she is completing a dissertation or thesis, he or she should register for thesis or dissertation continuance. GRAD 597 is not an option since the student will continue to receive feedback from the adviser and committee members while the thesis or dissertation is being completed.

When an "I" is received in a course during the anticipated graduation semester. If a student is scheduled to graduate but receives an "I" in a course, the student will not officially graduate until the course is completed. Because all course work must be completed by the final date of the student's graduation semester, a student failing to meet the deadline will not officially graduate until the following semester. The solution existing in the first example applies. Students must register for at least one hour of thesis or dissertation continuance, comprehensive continuance, reading and research, or other course option appropriate to their program of study.

Except for extenuating circumstances requiring approval from the Dean of the College of Graduate and Professional Programs, time spent in on-leave status will be included in all time limits pertaining to the student's degree program.

Students in on-leave status may not:

- § use any university facilities,
- § make demands upon faculty time,
- § receive a fellowship or financial aid, or
- § take course work of any kind at JMU.

Course Completion Deadlines

All course work must be completed by the final date of the student's final semester. Students failing to meet the deadline will have their names removed from the current graduation list and their degrees dated the following semester. Consult the calendar online at <http://www.jmu.edu/registrar> or in this catalog for exact dates.

Course Credits

Academic Loads

Status	Credit Hours
Full time	9 or more
Three-quarter time	6
Half time	5
Less than half time	4 or less

The classification of students, i.e. full time, etc. in graduate programs is often considered in determining payment deferment on undergraduate student loans, eligibility for insurance benefits, etc.

The following academic load guidelines apply to all categories of graduate assistants.

- § All categories of graduate assistants must carry nine graduate credit hours each semester in order to receive their stipend and tuition support.
- § All categories of graduate assistants must pay for any additional credit hours above those paid for by their assistantships.
- § No graduate assistant may take fewer than the required credit hours without prior written approval from the dean of the College of Graduate and Professional Programs. The Underload Request Form can be obtained from the College of Graduate and Professional Programs Web site at <http://www.jmu.edu/cgop/gradforms.shtml> or from the CGOP office. This underload of classes is permitted only once during a student's graduate career and can be for no less than 6 credit hours.
- § Graduate assistantship tuition funds do not cover any undergraduate course work.

For their courses to be covered by their assistantship, all graduate assistants must enroll each semester during the regular registration period(s) and prior to the tuition refund date as outlined in the *Registration and Student Record Services Handbook* and online at <http://www.jmu.edu/>

[registrar](#). Students who register for any additional courses after this time period will be held personally responsible for additional tuition and fees. Students who drop courses after the tuition refund date will be personally responsible for fees and will receive a grade of "W" for the course. Exceptions may be made only for documented extenuating circumstances and will be handled on a case-by-case basis by the dean of the College of Graduate and Professional Programs. Students must contact the JMU Ombudsperson, Huffman Hall A101 if all courses are dropped to withdraw from the university.

Transfer Credit

Students who wish to receive graduate credit for courses taken prior to entering a JMU graduate program must submit requests to their adviser during the first semester of enrollment. The Transfer of Credit form is available online at <http://www.jmu.edu/cgop/gradforms.shtml> or from the College of Graduate and Professional Programs office.

A grade of "B" or better must be earned in courses requested for transfer credit. Courses taken for pass/fail or satisfactory/unsatisfactory grades will not be accepted for transfer graduate credit. An official transcript showing the credits approved for transfer must be forwarded to the College of Graduate and Professional Programs.

Under no circumstances will more than one-third of the total graduate credits required for completion of a program be considered for transfer/inclusion in the student's program of study. This includes any hours taken at JMU prior to acceptance. In the case of variable credit programs, the one-third maximum transfer hours allowed will be calculated based on the minimum number of hours required for the degree. Students may not transfer in more than 9 credit hours from institutions other than JMU.

Transfer credit applications must be approved by the major adviser, minor adviser (if applicable), major academic unit head, and the dean of the College of Graduate and Professional Programs. Exceptions to the policy may be considered on a case-by-case basis.

It is the student's responsibility to furnish evidence that any course presented for transfer of credit is applicable to a comparable degree at the accredited institution where the course was taken. If the necessary information is not on the official transcript, it must be obtained in writing from the appropriate dean of the institution where the course work was earned. In all cases, courses considered for transfer of credit must be applicable to a comparable degree at JMU. Courses that are not intended by the institution offering them to be part of a degree program, such as extension and in-service courses, are not acceptable for transfer to JMU.

Credits earned to complete a previous graduate degree may not be applied to a second graduate program at JMU at the same degree level. However, previously earned graduate credit earned as a part of a master's degree program from an accredited institution may be counted toward the degree requirements of a higher level degree, such as the Master of Fine Arts, Educational Specialist and doctoral degrees. Academic work, including transfer credit, taken more than six years before the master's degree award date or eight years before the doctoral degree award date may not be used to satisfy the degree requirements. No transfer credit will be approved while a student is in provisional status.

Students must familiarize themselves with their specific program requirements as discussed in the academic sections of this catalog. Individual programs will have detailed information relative to the acceptance of credit hours toward their degrees.

Course Levels

Course Numbering System

Courses numbered 500 through 900 are graduate courses and may be applied to a graduate program. Post-baccalaureate/post-master's students may enroll in 600- or 700-level courses with prior written approval from the instructor.

Some programs use dual-numbered courses that allow both graduate and undergraduate students. For example, such courses may offer content concurrently on the 400 and 500 levels. In such instances, higher quality and/or additional work must be required of the students enrolled at the graduate level in these courses. The additional demands required of graduate students in these dual-numbered courses must be evident in the course syllabus and catalog description.

Course Level Requirements

All credits contained in the student's program leading to an advanced degree at JMU must be in courses designated for graduate students. At least half of the courses must be numbered 600 or

above. Where the program has a minor, at least six of these 600-level credits must be in the minor. Students should refer to their academic program for specific requirements. Only six hours of 501 workshop courses may be applied to a graduate degree program.

Dissertation and Thesis Research

A dissertation is required of all candidates for the Doctor of Psychology and Doctor of Philosophy degrees.

A thesis is required in several master's and Ed.S. programs. In other master's degree programs, a research project and the writing of a thesis is an option which may be elected by the student in consultation with his or her adviser. Graduate students are required to register for the minimum hours of thesis or dissertation credit required in their major fields. Students must register for thesis or dissertation credit hours during those semesters in which they are engaged in the research or in the writing of the thesis or dissertation. NOTE: The continuous enrollment course GRAD 597 cannot be used as a thesis or dissertation continuence course.

Thesis and Dissertation Requirements

The general requirements for the preparation of a thesis or dissertation pertain primarily to formatting considerations. The purpose of the requirements is to provide a degree of uniformity and to assure that each thesis or dissertation is in a form suitable for binding, is fully legible and can be preserved.

Students who submit a thesis or dissertation in partial fulfillment of the requirement for a graduate degree at JMU are responsible for following these guidelines.

§ Students should identify a graduate faculty member from their program to act as the chair of their dissertation or thesis committee.

§ With the guidance of the committee chairperson, students should choose the remaining committee members from the graduate faculty.

§ With the guidance of the student's dissertation or thesis committee chair and/or committee, the students will choose a subject area and prepare a thesis or dissertation proposal.

§ Initial approval of thesis or dissertation proposals should be obtained from the thesis or dissertation committees as early as possible in the research program. This will be evidenced by written approvals on the student's program of study by the thesis or dissertation chairs and the academic unit head. It is the responsibility of the student's thesis or dissertation committee to judge the acceptability of the thesis or dissertation from all standpoints, including mechanical considerations and technical and professional competency. Committee members attest to acceptability from all standpoints when they sign the approval page. Students are strongly urged to consult with the College of Graduate and Professional Programs prior to the final reproduction.

§ Guidelines for the technical preparation of a thesis or dissertation are outlined in the *JMU College of Graduate and Professional Programs Thesis and Dissertation Manual*, which is available online from <http://www.jmu.edu/cgop/current/thesismanual.shtml>. This online manual sets forth **minimal** university guidelines including instructions for Microsoft Word which can be used in the preparation of the thesis or dissertation. More specific style considerations should be obtained from style manuals standard in the student's discipline. When a preference for specific style guides is not set by the academic unit or discipline, students should consult a standard thesis or dissertation manual. Whichever manual students select should be followed consistently except where instructions conflict with those in the online *JMU College of Graduate and Professional Programs Thesis and Dissertation Manual*.

Titles of dissertations will be printed in the graduation program if the information is received by the appropriate deadline. In addition, two copies of each student's thesis or dissertation will be cataloged in Carrier Library.

Thesis and Dissertation Committees

Students pursuing degrees requiring completion of a thesis or dissertation must have a thesis or dissertation committee to oversee progress toward the degree.

Each committee must consist of at least three approved members of the JMU graduate faculty with the background and interest necessary to counsel, direct and evaluate the proposed research and progress. At least two members must be from the student's graduate program. Only a graduate faculty member may chair a thesis or dissertation committee. It is preferable that a member of the student's graduate program chair the dissertation or thesis committee.

Non-graduate faculty members of dissertation or thesis committee, which may include persons external to the university, must be approved by the dean of the College of Graduate and Professional Programs. Such members shall make up no more than one-third of the total committee membership. Graduate instructors may also be appointed to committees with the approval of the dean of the College of Graduate and Professional Programs, but only when their expertise clearly qualifies them; however, their appointment must be in addition to the required number of graduate faculty members.

Thesis or Dissertation Continuance

Graduate students are required to register for the minimum hours of thesis or dissertation credit required by their graduate program. Students must register for thesis or dissertation in the appropriate increments of credit hours during those semesters in which they are engaged in the research or in the writing of the thesis or dissertation. NOTE: The continuous enrollment course GRAD 597 cannot be used as a thesis or dissertation continuance course.

Thesis and Dissertation Grading

No grades will be given for a thesis or dissertation until the thesis or dissertation has been completed and approved by the thesis/dissertation committee. The thesis or dissertation grade will then be recorded as either satisfactory or unsatisfactory.

Doctoral Candidacy Request

Doctoral students are admitted into candidacy for their graduate degree once they have completed all required course work and passed their comprehensive examination. Once students have reached this point, they must complete the Request for Doctoral Candidacy form. This form can also be obtained from the College of Graduate and Professional Programs office. The Request for Doctoral Candidacy form must be signed by the student, his or her adviser or graduate program coordinator, and the dean of the College of Graduate and Professional Programs. Students are then permitted to advance to completion of their dissertation and graduation.

Note: Students who wish to become candidates for doctoral degrees may do so only after completing all the conditions, such as provisional admission, of the original admission into the individual's degree program.

General Appeal Process

Evaluation of a graduate student's progress is primarily dependent on the judgments of appropriate faculty members of the student's graduate program. The university, through the College of Graduate and Professional Programs, can define minimal entrance standards and can prescribe general rules governing eligibility for continuation. However, the crucial agency in graduate student evaluation is the graduate program in which the student's work is focused. Principal evaluators must be faculty members of the student's graduate program.

It is assumed that most disputes over unsatisfactory progress will be informally discussed and reconciled at the program or academic unit level. Most discussions of this type will commonly occur among the student, major professor and other faculty members in the graduate program.

Grade Appeal Procedures

Evaluation of student work and assignment of grades on the basis of academic criteria are the responsibilities and prerogative of the faculty. The university and its faculty members also recognize that grading can be a subjective process and students may feel their grade has been inappropriately assigned. If such disagreements occur, students have a right to be fairly heard. There are two types of appeal procedures related to grading.

Grade Change Appeal Procedure

The only basis for a grade change appeal is an error in grade assignment or calculation. If a student believes that a grade was assigned in error because of a mistake in calculation or an error in recording, to resolve the discrepancy, the student should consult the professor(s) involved before the Friday of the second full week of classes in the regular semester following the semester of the contested grade. Requests for review of spring semester or summer session grades must be initiated no later than the Monday of the third full week of classes in the subsequent fall semester. If the professor agrees that a change should be made, the professor should submit a Grade Change form and forward it to the academic unit head or graduate coordinator for signature. A copy will be forwarded to the dean of the College of Graduate and Professional Programs.

Grade Review Appeal Procedure

If a student disputes a grade for any other reason than error in grade assignment or calculation, the student can initiate a formal grade review appeal. To activate the grade review appeal process, the student must follow these steps.

1. The student submits a Grade Review Form to the appropriate professor by Monday of the third full week of classes in the regular semester that follows the semester for which the contested grade was given. The student must attach a written explanation of reasons for the appeal, including any documentation relating to the disputed grade. Requests for review of spring semester or summer session grades must be initiated no later than the Monday of the third full week of classes in the subsequent fall semester.

2. The student meets with the course instructor by Friday of the third full week of classes to attempt to resolve the concern.

§ If the student and the course instructor reach an agreement that the grade should be changed, the course instructor changes the grade by submitting a Grade Change form to the appropriate academic unit head or graduate coordinator for that individual's signature. A copy of this signed Grade Change form will be forwarded to the dean of the College of Graduate and Professional Programs. For graduate students whose grade of "C," "U" or "F" is to be changed, notice of the grade change must be sent to the College of Graduate and Professional Programs before that change occurs.

§ If no resolution is reached, the instructor signs the Grade Review form and records a written response on the reverse side of the form. The instructor returns the original copy of this form to the student, retains a copy of the form for his or her personal records and forwards a copy to the relevant academic unit head or graduate coordinator by Friday of the fourth full week of classes.

3. The student must contact the relevant academic unit head or graduate coordinator by the Friday of the fifth full week of classes in order to request review of statement and response.

4. The academic unit head or graduate coordinator meets with the student and confers with the relevant course instructor.

§ The academic unit head or graduate coordinator signs the Grade Review form and records a written response on the reverse side of the form by Friday of the seventh full week of classes. The student receives the original copy of this form. The relevant course instructor receives a copy of the form and the sender retains a copy of the form.

§ If all involved parties agree that the grade should be changed, the course instructor submits a Grade Change form to the academic unit head or graduate coordinator and the appropriate individual signs the form. A copy of the form will be forwarded to the dean of the College of Graduate and Professional Programs. Notice of the grade change must also be sent to the College of Graduate and Professional Programs before the grade change occurs for graduate students who have a grade of "C," "U" or "F" changed to some other grade.

After the review process outlined above has been completed, a student can also request that the form, documentation and responses be reviewed by the dean of the college in which the course was taught. The college dean's responsibility is only to ascertain whether all parties have had an opportunity to present all relevant facts and have received a fair and impartial hearing at each level. To enter this phase of the process, a student must follow this procedure.

1. The student contacts the dean by Friday of the eighth full week of classes and requests that the dean review the overall process.

2. The dean of the relevant college reviews the process to be sure the student and the faculty member have had a fair hearing.

§ If the relevant college dean believes that due process was not followed during the review process, he or she consults with the relevant professor and academic unit head or graduate coordinator to resolve the dispute.

3. The dean sends a written response to all involved parties by Friday of the 10th full week of classes. This written response is appended to the Grade Review form. The dean returns the original copy to the student, retains a copy and sends a copy to the relevant academic unit head or graduate coordinator and the relevant instructor.

§ If it is agreed that the student's grade should be changed, the relevant course instructor submits a Grade Change form to the academic unit head or graduate coordinator. The recipient then signs the form and forwards a copy to the dean. Notice of the grade change

must also be sent to the College of Graduate and Professional Programs before the grade change occurs for graduate students who have a grade of "C," "U" or "F" changed to some other grade.

There is no further review beyond the dean of the relevant college. The entire process will not extend past the end of the semester following the contested grade with the exception of grades given for summer session courses.

Reinstatement Policy

Graduate students dismissed for academic reasons are never automatically reinstated. Students are suspended until reinstated by a decision of the dean of the College of Graduate and Professional Programs. Reinstatement will only be made on the recommendation of the academic unit graduate appeals committee and the academic unit head. Suspension appeals will be heard promptly. Students may not enroll in any graduate-level courses while on academic suspension.

Grading System

Letter Grade	Description	Numerical Value
A	Excellent	4.0
A-		3.7
B+	Very Good	3.3
B	Good	3.0
B-		2.7
C	Poor	2.0
F	Failure	0.0
I	Incomplete	
W	Withdrawal	
WP	Withdrawal while passing	
WF	Withdrawal while failing	
S/U	Satisfactory/Unsatisfactory [Thesis/dissertation and selected other courses. See course descriptions.]	
NP	Not Processed	
NC	No Credit	

§ A grade point average is calculated by dividing the accumulated number of grade points earned by the accumulated number of credit hours attempted. All graduate credits attempted and all graduate grades earned, whether passing or failing, will be used to calculate a student's grade point average.

§ The student's grade point average appears on his or her transcript.

§ Students must take all courses on a letter grade ("A-F") or satisfactory/ unsatisfactory (S/U) basis, based on how the particular course was approved. Students do not have flexibility in choosing a grading option.

§ A grade of "W" will be assigned to students who withdraw from a course after the add/drop deadline but before the end of the course adjustment deadline.

§ A grade of "WP" or "WF" (according to the status of the student at the time of withdrawal) will be assigned to students who withdraw after the course adjustment deadline at the discretion of the instructor. The "WP" or "WF" will be recorded and remain on the student's transcript.

§ A grade of "NP" (not processed) will be assigned to students registered for dissertation or thesis work until their dissertation or thesis is complete. At that time, the grade will be changed to "S" or "U" for the required six hours of credit.

§ A grade of "NC" (no credit) will be assigned to students registering for comprehensive, dissertation or thesis continuance.

§ In order to graduate, students must satisfy grade requirements specified by their individual academic program.

Auditing Graduate Courses

Graduate students may enroll in graduate courses using the "audit" option **for elective courses** only. These courses will not count as part of the student's program of study. Students must initially

register for the course using the "audit" option. **Under no circumstances** may a course credit option be changed from "audit" to "credit" or "credit" to "audit." Students are required to pay for courses taken as "audit" credit. Audit courses cannot be paid for using any university sources of funding, e.g. assistantship funding.

Incomplete Grades

The grade of "I" is used to indicate incomplete work in a course. Courses in which a student received a grade of "I" must be completed by the end of the next regular semester, or the grade is reported permanently as an "F."

Students should consult academic unit guidelines regarding such courses. It is the responsibility of the student to ensure grade changes are reported to the Office of the Registrar by the deadline. See the university calendar at the front of this catalog for the date by which grade changes must be submitted.

All course work must be completed by the final date of the student's final semester. Students failing to meet the deadline will not graduate and will have their degrees dated the following semester. Consult the university calendar in the *Registration and Student Record Services Handbook*, online at <http://www.jmu.edu/registrar> or in the front of this catalog for dates.

Unsatisfactory Progress

If, at any time, a graduate student fails to make satisfactory progress toward the degree, the student may be denied permission to continue in the program. Such a decision may be reached by the student's major adviser, academic unit head, or graduate program coordinator and will be referred to the dean of the College of Graduate and Professional Programs for final action.

A student will be dismissed from the degree program or provisional status will be revoked if the student receives an "F" or "U" in any graduate course or a total of three "C" grades in his or her graduate program. Unless there are extraordinary circumstances, a student dismissed from the degree program may not enroll in any graduate-level courses for a period of one year. Students who want to return to the university must re-apply and be re-accepted in the usual manner. (See Reapplication.)

A graduate student will receive a notice of academic warning upon receiving a grade of "C" in any two graduate courses or if the student's grade point average falls below 3.0. This academic warning will be noted on the student's transcript. All credits attempted and all grades earned, whether passing or failing, will be used to calculate a student's grade point average.

In some cases, graduate students may take undergraduate courses as part of their program of graduate study. The GPA includes undergraduate courses taken during graduate study. However, if an undergraduate course places a student's GPA below 3.0, it will not place the student on probationary status or prevent the student from graduating.

Graduation

The office of the dean of the College of Graduate and Professional Programs, assisted by the Graduate Council and the graduate faculty, have responsibility for final approval of graduate degrees to be awarded. It is the responsibility of each student to ensure that courses selected are acceptable to the program being pursued. A student cannot graduate with a GPA below 3.0.

Graduate Degree Completion Requirements

The College of Graduate and Professional Programs mandates the following general degree completion requirements in order for students to receive their graduate degrees. Each graduate student must:

- § Complete a written graduate plan of study by the end of the student's first semester and submit it to the College of Graduate and Professional Programs. NOTE: At least one-half of the courses in the student's required plan of study must be at the 600 course level or above.
- § Be continuously enrolled in the graduate program from admission to graduation (unless specifically exempt).
- § Have satisfied any conditions of his or her admission, such as provisional or conditional admission.
- § Complete the graduate program with an overall GPA of 3.0 or higher.
- § Be enrolled during the semester in which he or she plans to graduate.
- § Complete all requirements of the graduate program and College of Graduate and

Professional Programs within six calendar years (Masters and education specialist degrees) or eight years (doctoral degrees).

§ Successfully achieve doctoral candidacy (doctoral students only).

§ Successfully complete a comprehensive examination or equivalent as determined by the individual graduate program. NOTE: The graduate program must notify the College of Graduate and Professional Programs that the student has successfully completed the comprehensive examination.

§ Submit a thesis, dissertation or research project, if required by the academic program, to the College of Graduate and Professional Programs that meets the format requirements set forth in the *College of Graduate and Professional Programs Thesis/Dissertation Manual*.

§ Complete the minimum period of residency established by their program. NOTE: While the traditional period of required residency is optimal, the technological revolution that facilitates distance learning of all varieties may not allow for the traditional approach to residency. Accordingly, all students are strongly encouraged to take advantage of all available avenues of learning, including accessing the JMU faculty, staff and other students, as well as our library, laboratories and other facilities that nurture the academic experience.

In addition to meeting the general completion requirements set forth by the College of Graduate and Professional Programs, each student must meet the graduation requirements of the individual graduate program.

Application for a Graduate Degree

In order to graduate, students must complete the Application for Graduate Degree form available online at <http://www.jmu.edu/cgop/gradforms.shtml> or from the College of Graduate and Professional Programs. **Students are responsible** for notifying both their major academic unit and the College of Graduate and Professional Programs when they plan to graduate. Students are also responsible for consulting their advisers or the College of Graduate and Professional Programs office regarding deadlines for graduation.

The Application for Graduate Degree form must be approved by major and minor (if applicable) adviser(s) and the major academic unit head or graduate program coordinator. Students are responsible for obtaining all necessary signatures to complete the Application for Graduate Degree form.

Note: Students must complete all the conditions of the original admission in their degree program, e.g. conditional admission, before they can be permitted to graduate.

Only six credit hours of 501workshop courses approved for inclusion in a graduate program may be applied toward a degree. If students plan to use transfer credits to fulfill degree requirements, these credits, along with official transcripts showing the credits and the transfer of credit form, must appear on the Application for a Graduate Degree form and be forwarded to the College of Graduate and Professional Programs.

Requirements for Graduation Semester Registration

All graduate students are required to be enrolled during the semester they receive their degree. If students are not enrolled in regular course work, they must enroll for either comprehensive, thesis or dissertation continuance, or directed research, whichever is appropriate. NOTE: The continuous enrollment course GRAD 597 cannot be used during the graduation semester.

Attendance at Commencement

Students are expected to attend graduation exercises. A student unable to be present for the graduation exercises must notify the Office of the Registrar at least 10 working days before commencement.

Honor System

The academic program at JMU operates under an Honor System that dates back to 1909. Students adopted the Honor System in order to uphold individual and community integrity. Each student is expected to observe complete honesty in all academic matters and to report instances where another student has violated the Honor System. A student Honor Council administers the Honor System, and every student who matriculates at the university, whether graduate or undergraduate, becomes a member of the Honor System. The university expects the cooperation of faculty members and administrators in upholding this Honor System. The *Student Handbook* provides full

information on the Honor System, and the Honor Council office provides students with assistance in understanding Honor System policy.

The Honor Council encourages all members of the JMU community to familiarize themselves with the Honor Code and Honor System procedures. The Honor Council office is located at Chandler Hall, Room 133. The Honor Council maintains a Web site at <http://www.jmu.edu/honor/>.

Off-Campus Courses

Off-campus courses are occasionally offered to part-time students enrolled in a graduate program but who are not in residence on the JMU campus. Credit for such courses may be allowed toward the graduate degree provided the course is taught by a member of the graduate faculty of the institution, and the course has the prior approval of the student's adviser and the dean of the College of Graduate and Professional Programs. Only six hours of 501 workshop courses may be applied to a degree program.

Permission to Take a Course at Another University After Enrollment

Students enrolled in a graduate program may take graduate courses at another accredited institution with prior approval from their adviser, academic unit head, graduate coordinator, and the dean of the College of Graduate and Professional Programs. Forms are available at the College of Graduate and Professional Programs office or online at <http://www.jmu.edu/cgop/gradforms.shtml> for use in obtaining prior approval of transfer credit hours.

It is the student's responsibility to request transfer credit for such courses upon completion and to have official transcripts submitted to the College of Graduate and Professional Programs office.

Students who take their last courses to fulfill their programs of study at institutions other than JMU cannot graduate during that semester unless the official transcript for the requested transfer course (s) is received in the College of Graduate and Professional Programs office prior to the last day of the semester graduation is requested. Otherwise, they must wait until the following semester to graduate. Students must be enrolled at JMU during the semester they graduate.

Correspondence Study

No credit toward the graduate degree will be allowed for courses taken by correspondence study.

Office of the Registrar

The Office of the Registrar is responsible for the following activities.

- § Add and drop registration procedures
- § Athletic certification
- § Class schedule preparation
- § Commencement activities
- § Diploma issuance
- § Enrollment verifications
- § Student records
- § Transfer credit evaluation
- § Transcript issuance

The Office of the Registrar & Registration Services is located in Warren Hall, Room 302. For information regarding veterans' affairs and graduation, students should contact Student Record Services on the third floor of Warren Hall or call the Office of the Registrar at (540) 568-6281.

Teaching Licenses

Some candidates in programs leading to the Master of Arts in Teaching, Master of Science in Education or Master of Education degrees do not hold the Collegiate Professional License. These candidates must meet requirements for admission and retention in the JMU Teacher Education Program and should contact the Education Support Center, Maury Hall, Room 110, or their education adviser immediately upon acceptance into their program of study. The requirements for licensure must be met before the degree is conferred. This requirement may be waived by the dean of the College of Graduate and Professional Programs in exceptional cases, upon the petition of the graduate program coordinator. As a general rule, however, students with a minor in higher education are not required to hold the Collegiate Professional License. Refer to the Education

Programs section for additional information.

Thesis Requirements

Refer to "Dissertation and Thesis Research."

University Residency Requirements

Graduate students must register a local address with the College of Graduate and Professional Programs office prior to initial registration for classes. All changes in local address must be registered with the Office of the Registrar. This can be done through e-campus, online at <http://www.jmu.edu/registrar>.

All graduate students must complete the minimum period of residency established by their program. While the traditional period of required residency is optimal, the technological revolution that facilitates distance learning of all varieties may not allow for the traditional approach to residency. Accordingly, all students are strongly encouraged to take advantage of all available avenues of learning, including accessing the JMU faculty, staff and other students, as well as our library, laboratories and other facilities that nurture the academic experience.

Withdrawal

Withdrawal from Courses

A student may drop a course without special permission through the time period designated as the "add/drop period." A student may withdraw from a course without special permission through the time period designated as the "course adjustment period." Refer to e-campus at [http://ecampus.jmu.edu/](http://ecampus.jmu.edu) for exact dates.

Students will not be permitted to withdraw from a course after the course withdrawal deadline. Students are responsible for knowing their course schedules and for making any desired course adjustments by the published withdrawal deadlines. After the course withdrawal deadline, a grade other than a "W" must be issued for the course in question.

Withdrawal from a Graduate Program

Graduate students wishing to withdraw from their graduate program must do so by completing a Withdrawal Request form. Graduate students withdraw from their programs when they terminate enrollment before completing a regular semester or summer session for which they have enrolled. A student may withdraw from all courses during the course adjustment period without special permission, by completing a withdrawal request form available from the JMU Ombudsperson, Huffman A101. The Ombudsman will review request, determine withdrawal approval, set the official withdrawal date and notify other university officials of the action.

A student who voluntarily withdraws from his or her graduate program without receiving official approval will receive a grade of "F" for all courses in which he or she is enrolled. A student voluntarily withdrawing with official approval will receive a grade of "W," "WP" or "WF" in all courses. A grade of "W" will be assigned to students who withdraw from a course after the add/drop deadline but before the end of the course adjustment deadline. A grade of "WP" or "WF" (according to the status of the student at the time of withdrawal) will be assigned to students who withdraw after the course adjustment deadline at the discretion of the instructor.

It may also be necessary for a graduate student to withdraw due to extenuating circumstances. Withdrawal for extenuating circumstances must be approved by the student's graduate coordinator and the dean of the College of Graduate and Professional Programs. A student who withdraws because of extenuating circumstances will also receive a grade of "W," "WP" or "WF" in all courses.

Students who withdraw from their graduate program will be responsible for tuition as determined by the Office of the Registrar and may be subject to a change in their financial aid status.

Confidentiality of Education Records

The Family Educational Rights and Privacy Act of 1974

James Madison University adheres to and annually informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This act, with which the institution intends to fully comply, was designated to protect the privacy of educational records. Under the Family Educational Rights and Privacy Act (FERPA) students have certain rights with respect to their education records.

These rights include:

The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic unit, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll. The following is considered "Directory Information" at James Madison University and may be made available to the general public unless the student notifies the Office of the Registrar in person or in writing within five days after the first day of class registration:

Student's name, telephone numbers, addresses, date and place of birth, major and minor fields of study (if applicable), college of major and year (freshman, sophomore, etc.), dates of attendance, degree sought and time, degrees conferred, awards and honors conferred, participation in officially recognized activities and sports, weight and height of members of athletic teams, the most recent previous educational agency or institution attended by the student, fraternity and/or sorority and educational societies. Beginning in the fall semester of 2001, full-time/part-time status is directory information.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by James Madison University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

For more detailed information concerning JMU's records policy see James Madison University, Policies and Procedures, Policy 3102, The Family Educational Rights and Privacy Act.



PUBLISHER: [CGOP](#), MSC 6702, Harrisonburg, VA 22807 - PHONE: (540) 568-6131 - FAX: (540) 568-7860
FOR INFORMATION CONTACT: [CGOP](#) - [Privacy Statement](#)

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Accounting**Adult Education/Human Resource Development****Art & Art History****Assessment and Measurement Doctoral Program****Biology****Business Administration****Combined-Integrated Doctoral Program****Communication Sciences & Disorders****Computer Science****Education****English****Health Sciences****History****Integrated Science and Technology****Kinesiology and Recreation Studies****Music****Nursing****Occupational Therapy**

Admission to Graduate Programs

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Admission Requirements

All applicants to individual graduate programs at JMU must first satisfy the general application requirements of the College of Graduate and Professional Programs. These are:

- § Graduation from a regionally accredited college or university.
- § Satisfactory grade point average.
- § Satisfactory test scores from an appropriate, national standardized test, such as the Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT) or Miller Analogy Test (MAT). Consult the individual programs for specific entry test requirements.
- § Official transcripts from all colleges or universities attended.

Once these requirements are met, each student's application materials are then sent to the individual graduate program. An application is not considered complete until all required credentials and supporting documents have been received by the College of Graduate and Professional Programs. Prospective students are strongly encouraged to submit their applications online. Students should be aware that applications submitted through the mail may take longer to process. Applications that are not completed within 90 days of initial receipt will not be processed.

Additional application materials may be required by individual graduate programs. In accordance with the Southern Association of Colleges and Schools guidelines, graduate programs must establish both qualitative and quantitative requirements that result in the admission of students whose educational preparation indicates the potential for a high level of performance. Admission procedures include the requirement that an applicant submit, as part of the formal application process, evaluations by professionals in the field as to the readiness of an applicant for graduate work, and, if appropriate, credential evaluations. Standardized test admission criteria for each graduate program are established by the faculty responsible for instruction in that program. Contact the program directly or see the Web site for specific requirements.

General Application Procedures

While there are two methods for applying to graduate study at James Madison University, prospective students are strongly encouraged to submit their applications online through the College of Graduate and Professional Programs Web site at <http://www.jmu.edu/cgop/prospective/>.

Physican Assistant**Psychology Graduate Programs****Public Administration****Public Health****Special Education****Technical and Scientific Communication**

Alternatively, students may download the application form from the College of Graduate and Professional Programs Web site at <http://www.jmu.edu/cgop/prospective/> or acquire an application at the office and submit the application by mail.

JMU does not allow students to apply to more than one graduate program per application form. Information regarding financial aid may be accessed online at <http://www.jmu.edu/cgop/finassist.shtml> or <http://www.jmu.edu/finaid>. Class schedules are available online at <http://www.jmu.edu/registrar>.

The current graduate catalog may be purchased from the JMU Bookstore in Warren Hall, or accessed online through the College of Graduate and Professional Programs Web site at <http://www.jmu.edu/cgop/gradcatalog/04>.

Submitting Applications Online

Online submission of applications is preferred by the College of Graduate and Professional Programs. Apply online through the CGOP Web site at <http://www.jmu.edu/cgop/prospective/>. The following information must be submitted online:

- § Official graduate application form₁
- § \$55 nonrefundable fee₁

1 Graduate applications will not be processed without application fees. Application fees cannot be waived. Payment must be made online: The JMU College of Graduate and Professional Programs will not accept paper checks with applications submitted online.

The following information should be mailed to the College of Graduate and Professional Programs:

- § Official transcripts sent directly from all previously attended institutions.
- § The official standardized tests scores (GRE, GMAT, etc.), sent directly from the testing center.

Transcripts and test scores should be mailed to:

College of Graduate and Professional Programs, MSC 6702
James Madison University
Harrisonburg, VA 22807

All program-specific requirements should be mailed in a separate envelope directly to the graduate program to which application is being made. The envelope containing these additional materials should be clearly marked "Graduate Application Materials." Many graduate programs have specific deadlines for application review: Consult the specific academic program.

Submitting Applications through the Mail

To expedite processing of mail-in applications, the following materials should be submitted (preferably in one large envelope) from the applicant directly to the College of Graduate and Professional Programs:

- § Official graduate application form₁
- § \$55 nonrefundable fee₁
- § Official transcripts sent directly from all previously attended institutions₂

1 Graduate applications will not be processed without application fees. Application fees cannot be waived. 2 Official transcripts may be submitted separately from the application and fee; however, to ensure faster processing, all required materials should be submitted in one envelope.

The official standardized tests scores (GRE, GMAT, etc.) must be sent directly from the testing center.

Applications should be mailed to:

College of Graduate and Professional Programs, MSC 6702
James Madison University
Harrisonburg, VA 22807

All program-specific requirements should be mailed in a separate envelope directly to the graduate program to which application is being made. The envelope containing these additional materials should be clearly marked "Graduate Application Materials." Many graduate programs have specific deadlines for application review: Consult the specific academic program.

Application Deadlines

The College of Graduate and Professional Programs has a rolling admission policy. However, individual graduate programs may have different deadlines. Refer to specific academic programs for details. If no deadlines are given by academic units, applications should be submitted by the

following dates for the best opportunity of admission.

Summer session – April 1
 Spring semester – November 1
 Fall semester – July 1

International Student Applications

JMU encourages applications for graduate study from qualified international students. In order for the university to qualify with the U.S. government as an educational institution for international students, certain criteria must be met.

All initial inquiries for international admissions must be conducted through the College of Graduate and Professional Programs. Correspondence with particular departments or program coordinators is strongly discouraged. Applicants residing outside the United States must allow 12 months between application for admission and the requested enrollment semester.

In addition to the general application requirements of the College of Graduate and Professional Programs, all international students applying for admission to a graduate program must:

- § Have the necessary ability and educational background to benefit from experiences in this institution.
- § Demonstrate proficiency in English sufficient to carry a full program of graduate study through submission of a satisfactory score on the Test of English as a Foreign Language (TOEFL). Examples of acceptable scores include 570 on the paper-based version and 230 on the computer-based version. For more information, visit <http://www.toefl.org>.
- § Have all funds necessary for expenses during the entire period of the student's stay without resorting to employment while in the United States. A form for this purpose is accessible at: <http://www.jmu.edu/cgop/prospective/international.shtml>. Although the university has no financial assistance reserved exclusively for international students, after being enrolled for at least one full semester international students are permitted to compete for financial aid with other graduate students.
- § Have official transcripts sent directly to the College of Graduate and Professional Programs from the accredited institution granting the baccalaureate degree. An external evaluation of the academic record must be submitted to ensure that it is comparable to a U.S. baccalaureate degree. External evaluators are listed online at: <http://www.jmu.edu/cgop/prospective/international.shtml>.
- § Submit an application and \$55 nonrefundable application fee (in U.S. dollars) six months in advance of the intended term of entry if transferring from another college or university in the United States or after completing a baccalaureate degree in a U.S. institution. If in the United States attending or having completed a degree from a U.S. college or university, an International Student Adviser Form must be completed by that institution and submitted with the application. Students should request the form from Dr. Elizabeth T. Puckett.
- § Enter the United States on a valid student or other visa.

For further information regarding international student applications, contact:

Dr. Elizabeth T. Puckett, Director
 International Graduate Admissions, College of Graduate and Professional Programs, MSC 6702
 James Madison University
 Harrisonburg, VA 22807
 (540) 568-7065
pucketet@jmu.edu

Requests for information concerning federal regulations, visa and health should be directed to:

Director, Office of International Student and Faculty Programs, MSC 8003
 James Madison University
 Harrisonburg, VA 22807
<http://www.jmu.edu/international/intlstudents/>

Reserve Graduate Credit

During their senior year at James Madison University, undergraduate students who have been

admitted into a JMU graduate program may take up to nine hours of graduate course work for reserve graduate credit. Graduate credit earned prior to completion of an undergraduate degree is held in reserve to be applied later toward the graduate degree. These graduate credits cannot be used as part of the student's undergraduate degree.

Written permission to seek reserve graduate credit must be obtained from the dean of the College of Graduate and Professional Programs prior to enrollment in the graduate courses. Forms are available in the College of Graduate and Professional Programs office or online at <http://www.jmu.edu/cgop>. It is the student's responsibility to obtain all required signatures. Students enrolled in five-year programs must abide by the policies governing reserve graduate credit.

Approval for reserve graduate credit applies only to graduate work at James Madison University.

Offer of Admission to the College of Graduate and Professional Programs

The dean of the College of Graduate and Professional Programs will send official written offers of admission to applicants who have been accepted. This letter specifies the effective date of admission (which normally coincides with the semester requested on the application), the classification of admission being offered (conditional or unconditional) and the name of the faculty adviser assigned to the applicant. After being accepted into a graduate program, students can defer enrollment only with the written approval of the graduate coordinator of their academic program and the dean of the College of Graduate and Professional Programs. In no circumstances may the deferral be for more than one calendar year.

The applicant must send a written acceptance or rejection of the admission offer to the College of Graduate and Professional Programs as soon as a decision on acceptance is made, but no later than the deadline specified by the graduate program. Refer to individual graduate programs for deadline dates. This allows the specific program to invite other candidates. A student who enrolls at another institution is considered to have rejected the university's offer of admission. An applicant who has received an offer of admission but who has not responded by the deadline is considered to have rejected the university's offer of admission and must submit a new application and fee to be reconsidered for admission at a later date.

Admissions Classifications

Applicants may be admitted to the College of Graduate and Professional Programs under three classifications: unconditional, conditional or provisional admission.

Unconditional Admission

Unconditional admission is admission to a graduate program without reservation and indicates that applicants have met all the entry criteria of the College of Graduate and Professional Programs and the specific graduate programs.

Conditional Admission

Conditional admission indicates that applicants have met all the entry criteria of the College of Graduate and Professional Programs, but the graduate program has identified specific conditions that must be met before the applicant attains unconditional admission status.

Provisions of conditional acceptance are usually determined at the programmatic level and can only be removed or modified at the same level. After the conditions have been addressed students may make a written request to their adviser, who decides if the conditions have been met. The adviser then contacts the dean of the College of Graduate and Professional Programs indicating the change of status. While students are encouraged to attain unconditional acceptance as soon as possible, some programmatic conditions often cannot be completed until just before graduation, e.g., teacher licensure and competency in a foreign language or languages. Master's and Educational Specialist students have a maximum of six years and doctoral students have a maximum of eight years to complete their programs. All students attain unconditional status prior to program completion.

Provisional Admission

Students who have not fully met the requirements of the program or department to which admission is sought may be granted admission under a provisional status as prospective candidates for a degree. Such students must have as their initial objective the removal of provisional conditions to achieve advancement to unconditional status. A student may be admitted to a graduate program under provisional status if

- § the previous academic record is weak,
- § prerequisite course work is insufficient, or
- § the applicant has majored in another field and has not yet clearly demonstrated abilities in the proposed new field.

Provisional admission is a probationary status; the requirements for advancement to unconditional status are specified in each student's provisional admission letter. To change from provisional to regular status, students must submit a written request to their major adviser. The adviser then contacts the dean of the College of Graduate and Professional Programs indicating the change of status.

Approval for graduate credit earned while enrolled in a provisional status will be determined by the dean of the College of Graduate and Professional Programs upon recommendation of the appropriate academic unit head. No more than nine hours of graduate credit taken in this status may be applied to the degree program upon the recommendation of the academic unit head and approval of the dean of the College of Graduate and Professional Programs. Regulations concerning unsatisfactory progress apply to this classification. (See Unsatisfactory Progress.)

Change of Program

Admission to CGOP and a graduate program does not entitle a student to transfer to a program in another academic unit.

Any student wishing to change graduate programs must submit a new application for admission, fee and any updated standardized test scores to the College of Graduate and Professional Programs. The student is responsible for meeting all academic unit requirements for the desired program.

Continuous Enrollment

All students enrolled in graduate degree programs must enroll each regular semester for a minimum of one graduate credit hour. This registration must continue with no breaks from enrollment in the first graduate program course to graduation. This policy does not include summer sessions.

It is preferable that students enroll in courses relevant to their graduate program to facilitate timely completion. If it is not possible to do so, however, the College of Graduate and Professional Programs has established a one-credit Continuous Enrollment course, GRAD 597. The tuition for this course is \$50.00. No grade will be assigned for this course. For more information, refer to Page 17.

Reapplication

Students who are accepted but who cannot enroll at the time of the offer and wish to reapply at a later date must complete a new application form and pay all fees as stated in the application process.

Time Limitations

Master's and Educational Specialist Students

Master's and educational specialist students must complete all degree requirements within six years. Academic work, including transfer credits taken before enrollment in the graduate program, that was completed more than six years before the date at which the master's or educational specialist degree is awarded may **not** be used to satisfy the degree requirements. Students may submit a written petition through their adviser, graduate program coordinator, and academic unit head to the dean of the College of Graduate and Professional Programs to receive extensions of time in the event of extenuating circumstances. Such requests must be received at least one month prior to the end of the student's original six-year time limit.

A student whose status is deactivated, but later is reactivated through reapplication to the College of Graduate and Professional Programs, may not count the six-year time limit as beginning on the date of reactivation.

Doctoral Students

Doctoral students must complete all degree requirements within eight years. Academic work, including transfer credits taken before enrollment in the graduate program, that was completed more than eight years before the date at which the doctoral degree is awarded may not be used to satisfy the degree requirements. Students may submit a written petition through their adviser,

graduate program coordinator, and academic unit head to the dean of the College of Graduate and Professional Programs to receive extensions of time in the event of extenuating circumstances. Such requests must be received at least one month prior to the end of the student's original eight-year time limit.

A student whose status is deactivated, but later is reactivated through reapplication to the College of Graduate and Professional Programs, may not count the eight-year time limit as beginning on the date of reactivation.

Professional Programs

(formerly Continuing Education)

The Professional Programs unit of the College of Graduate and Professional Programs administers credit courses, certificate programs and noncredit continuing education programs.

Credit courses are offered off campus when there is demand and sufficient enrollment to support the course. Off-campus credit courses feature the same academic rigor as courses available on campus. Special customized training is provided when requested by community or institutional groups.

Professional Programs offers only courses and programs existing in the university. Non-credit programs follow national guidelines for recording Continuing Education Units. The university provides resources and services in support of outreach and service programs and such programs are evaluated in the same manner as on-campus courses. Academic credit is not awarded for work taken on a non-credit basis.

Non-Degree Seeking Student Enrollment

The College of Graduate and Professional Programs administers non-degree seeking student enrollment at JMU. Non-degree seeking students must re-enroll each semester at JMU and may take up to 11 credit hours per semester. Non-degree seeking students who have not completed a baccalaureate degree may not earn more than 18 credit hours as a non-degree student.

Post-baccalaureate or Post-master's Students

Graduates of accredited institutions who wish to take courses, but do not wish to pursue advanced degrees may enroll as non-degree seeking students. Non-degree-seeking, post-baccalaureate or post-master's students may register for classes but may not be admitted to a graduate program.

Post-baccalaureate or post-master's students may enroll in undergraduate and 500-level courses. They may also register, with prior written approval from the instructor, for 600 or 700 graduate-level courses.

Completion of graduate credit courses as a non-degree seeking student does not imply preferential consideration when applying to a specific graduate program at James Madison University. If a non-degree seeking student is accepted into a JMU graduate program at a later date, a maximum of one third of the credit hours taken as a non-degree seeking student may be transferred into a degree program. The transfer of credit hours taken at the post-baccalaureate or post-master's level must be approved by the program coordinator, academic unit head, and dean of the College of Graduate and Professional Programs. All such transfer courses must have been completed with a grade of B or better during the six years immediately prior to the conferring of the master's or Educational Specialist degree or during the eight years immediately prior to the conferring of the doctoral degree.

Graduates of an accredited institution who wish to enroll in 600-level graduate courses offered by the College of Business must be admitted as degree-seeking graduate students.

Transient and Term Students

A graduate student holding a baccalaureate degree from an accredited institution and presently working toward a graduate degree at an accredited institution other than JMU is known as a transient student. An undergraduate student from an accredited institution and presently working toward an undergraduate degree at an accredited institution other than JMU is known as a term student.

In addition to the enrollment form for non-degree seeking students, transient students and term students must submit documentation of good standing at their home college or university and must specify that the courses taken at JMU are to be transferred to the home institution. These

requirements must be completed prior to registration each semester. For further information, contact:

College of Graduate and Professional Programs, MSC 6702
James Madison University
Harrisonburg, VA 22807
(540) 568-6131

Admission of Veterans

The College of Graduate and Professional Programs encourages veterans to apply for admission as full- or part-time students. For information, contact:

Veterans Coordinator
Office of the Registrar, MSC 3528
James Madison University
Harrisonburg, VA 22807
(540) 568-6569

Foreign Language

Passing a third year foreign language course, a reading knowledge of a foreign language or successful completion of a foreign language exam is required in those academic units which so specify. Consult the degree requirements of the academic programs for individual requirements.



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Accounting**Adult Education/Human Resource Development****Art & Art History****Assessment and Measurement Doctoral Program****Biology****Business Administration****Combined-Integrated Doctoral Program****Communication Sciences & Disorders****Computer Science****Education****English****Health Sciences****History****Integrated Science and Technology****Kinesiology and Recreation Studies****Music****Nursing****Occupational Therapy****JMU Libraries**[Carrier Library](#)[Music Library](#)[CISAT Library Services](#)[Media Resources](#)[Center for Instructional Technology](#)[Distributed and Distance Learning Services](#)[Computing Support](#)**Carrier Library**

Carrier Library Circulation

Phone: (540) 568-6150

Web site: <http://www.lib.jmu.edu>

Carrier Library Reference Desk Phone: (540) 568-6267

Music Library

Phone: (540) 568-6041

Web site: <http://www.lib.jmu.edu/music>**CISAT Library Services**

Phone: (540) 568-2731

Web site: <http://www.lib.jmu.edu/cisat/>

JMU Libraries, consisting of Carrier Library, the Music Library and CISAT Library Services, support research, study and instruction in the use of information resources at JMU. The Libraries house more than 700,000 titles, including books, government documents, periodicals and audiovisual materials, and over a million microform pieces. As an authorized U.S. Government Document Depository, Carrier Library receives thousands of selected documents on a regular basis throughout the year. Along with subscriptions to more than 5,200 print and online periodicals, access to full text articles from over a thousand periodicals is available as a result of membership in VIVA, the Virtual Library of Virginia. Access to additional journal titles is provided through a document delivery service. Other items not available within the Libraries or through online resources can be retrieved through borrowing arrangements with virtually any academic library in the country.

The library Web site serves as a gateway to the services and collections of the JMU Libraries, as well as local and worldwide information resources. The Web site provides access to the online catalog (LEO), more than 200 electronic databases, and subject guides which list and describe the most important print and electronic sources in numerous fields of study. Services such as electronic reference and Interlibrary Loan are also made available via the library Web site. More than 100 personal computers are provided in the public areas of the Libraries. Most of the resources on the library Web site are accessible from any computer on campus, and many are accessible from remote locations.

One of the Libraries' principal goals is to educate users, especially students, by providing them with lifelong learning skills that will enable them to find, use and evaluate information in all formats. Self-instruction modules, entitled "Go for the Gold," are available on the library Web and supplement instruction sessions offered in library classrooms. Reference librarians are available, on a walkup basis or by appointment, to answer questions and assist students with research.

Physican Assistant**Psychology Graduate Programs****Public Administration****Public Health****Special Education****Technical and Scientific Communication**

The liaison program links a librarian to each academic unit. Liaison librarians provide a wide variety of services, including library instruction for course-related activities, development of subject collections, and consultation with individual faculty members and students.

The Music Library serves the students and faculty members of the School of Music, as well as offering its specialized resources to the greater university community. CISAT Library Services serves the needs of students and faculty on the east campus primarily through electronic resources, reference service and document delivery.

Media Resources

Phone: (540) 568-6610

Web site: <http://www.lib.jmu.edu/media/>

Media Resources provides teaching and learning support to faculty, staff and students through hardware and software available to users of classrooms and other learning facilities. Technical services staff coordinate the development and perform the installation and maintenance of technology systems in general classrooms and many special facilities. They also consult on instructional technology projects and purchases undertaken by other units. Portable equipment is provided for loan and use in locations without technology. The staff offer training support for users of all installed and portable equipment, as well as repair services for non-computer media technology owned by the campus.

The Media Center in Carrier Library acquires and houses commercial educational media in video, audio and computer software formats for instruction and study by faculty, staff and students. Faculty and staff can also use the center's media rental service for items not in its collections, and its reference service to locate these software resources. The center also facilitates the scheduling and taping of satellite programming, and distributes selected campus-wide software such as Microsoft Office, SPSS and other applications in coordination with IT Computing Support.

Center for Instructional Technology

Phone: (540) 568-7061

Web site: <http://cit.jmu.edu/cit/>

The Center for Instructional Technology (CIT) is a central resource for the development and exploration of instructional technologies. CIT staff and student associates are available to serve faculty and staff on a walk-in basis or by scheduling an appointment for focused assistance. CIT staff work with faculty on instructional planning, design of instructional materials, production of instructional materials and coordination of resources for project implementation. In the walk-in production facility, faculty, staff and students can check out digital cameras, master a CD-ROM, scan flat art and 35mm slides, and create color prints, transparencies, digital graphics, publications, classroom presentations and Web pages. In addition, a technology teaching station is available to practice professional and classroom presentations.

The center is also available for JMU students. Students assisting faculty members with the development of materials may use the center during open hours after the requesting faculty member has signed an authorization form. Students working on class projects may use the center during evening hours.

The center offers a variety of faculty development opportunities including hands-on workshops, in-depth technology concentrations, informal discussions and scheduled project support sessions. The center's instructional technology grants program, mGrants, encourages faculty to develop and implement creative methods of instruction. These grants provide faculty with consulting services, support services and funding to design and develop course materials, experiment with new teaching models and promote active learning.

The center provides a multi-platform environment of PC and Macintosh workstations. Color and laser printers are available. The center also houses a CD-ROM library of rights-cleared digital photographic images, black and white clip art and color images of places, people and JMU events. Sound and digital video clips are also available.

Distributed and Distance Learning Services

Phone: (540) 568-7061

Web site: <http://ddls.jmu.edu>

Distributed and Distance Learning Services (DDLS) is a support facility for online learning activities

at JMU. This support unit works with faculty and other stakeholders in the provision of distributed and distance learning courses, academic programs offerings and online certification opportunities. DDLS supports faculty members with a variety of services, including training, online resources and consulting. DDLS collaborates with other university divisions to provide a one-stop gateway to services for the university's distance learning students. DDLS hosts the university's online learning site, JMUOnline.

Computing Support

Web site: <http://www.jmu.edu/computing/support/>

The university offers many computing services for students, faculty and staff. In addition to several computing systems for administrative purposes, the university also operates two central computing systems for general use: a VMS system and an HP/Unix system. These systems have access to electronic mail, bulletin boards, the Internet and the campus-wide information system. They also serve personal Web pages.

A dozen computing labs with a total of more than 300 Windows and Macintosh computers are scattered throughout campus. They have a variety of word processing, spreadsheet, graphics, database and statistical software. All lab computers are connected to the campus network and have access to central computing systems, the Campus Wide Information System and the Internet.

JMU's Campus Wide Information System integrates a collection of online information relevant to JMU and its community. Academic, administrative, event and directory information is found in the CWIS.

Campus Network

Web site: <http://www.jmu.edu/computing/network/>

The university's campus network connects most buildings on campus for high-speed data communications. About 25 file servers and lab computers for faculty and staff members provide extended disk space, shared software and data files, and shared hardware, such as printers. Any computer connected to the campus network is also connected to the Internet.

The HelpDesk

Phone: (540) 568-3555

Web site: <http://www.jmu.edu/computing/helpdesk/>

The HelpDesk is a troubleshooting hotline and information desk. HelpDesk consultants respond to questions and problems from the JMU community on a wide range of computing topics. The HelpDesk is located in Frye Hall. It can be reached by phone at (540) 568-3555, by e-mail at help_desk@jmu.edu and through the Campus Wide Information System home page. Many guides and handouts are available online and some are also available in print from the HelpDesk.



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Research**Accounting****Adult Education/Human Resource Development****Art & Art History****Assessment and Measurement Doctoral Program****Biology****Business Administration****Combined-Integrated Doctoral Program****Communication Sciences & Disorders****Computer Science****Education****English****Health Sciences****History****Integrated Science and Technology****Kinesiology and Recreation Studies****Music****Nursing****Occupational Therapy**

Fees and Expenses

[University Business Office](#)

[Tuition and Fees](#)

[Eligibility for In-state Tuition](#)

[Room and Board](#)

University Business Office

302 Warren Hall
 Phone: (540) 568-6505
 Web site: <http://www.jmu.edu/ubo>

Tuition and fee charges for the 2004-2005 session are available on the University Business Office Web site. The tuition and fees listed contribute to general maintenance and operation costs, instruction costs and other university service costs including recreational and health-service facility costs. The fees also support student activities such as the Student Government Association, University Program Board and student publications.

For a full description of the tuition and fee rates, refer to the *Registration and Student Record Services Handbook* or the University Business Office Web site.

Billing and Registration

Registration for the fall semester is conducted in April for returning students and in November for the spring semester. Students who register during the aforementioned times will be notified of the amounts due through the mail in early August for the fall semester and mid December for the spring semester. Thereafter, monthly statements will be mailed for any new charges or unpaid account balances.

Students are encouraged to review their financial account for amounts due after any registration or course adjustment activity. Students may access their financial account by using the student information e-campus link on the Registrar's Web site at <http://www.jmu.edu/registrar>

Student account balances, not covered by financial aid or the installment payment plan, are due in full by Friday of the first week of classes to avoid a late fee and/or hold.

Continuous Enrollment

All graduate students enrolled in graduate degree programs must register each regular semester for a minimum of one graduate credit hour from enrollment to graduation. This policy excludes summer sessions. Students wishing to be excused from the requirements of this policy because of extreme extenuating circumstances must solicit exemption from the dean of the College of Graduate and Professional Programs through the Leave of Absence: Continuous Enrollment option.

A graduate student who takes an unauthorized break in registration by failing to maintain continuous enrollment will relinquish his or her graduate standing in the university. Students who wish to be reinstated will be required to file an Application for Graduate Admission, pay the admission fee and register for one graduate credit for each term of unauthorized break in registration.

Tuition and Fees

Payment

Payment may be made by the following means.

- § Remitting cash or check payment to the University Business Office, Warren Hall, Room 302.

Physican Assistant

§ Remitting check payment along with the billing statement payment slip to the university's bank processing center .

Psychology Graduate Programs

§ Remitting credit card payment online through the University Business Office Web site at www.jmu.edu/ubo or e-campus. The service is provided by an outside vendor and a convenience fee is charged

Public Administration**Public Health****Special Education**

Students may pay by a combination of personal check, money order, cashiers check and credit cards. Payments drawn on foreign banks must be converted to U.S. dollars prior to transmittal to the university. The student's account number (social security or campus ID number) should be included on all payments to ensure its application to the proper account.

Technical and Scientific Communication

Debts owed to the university are governed by the following policies.

§ No credit for university work may be given to any student for a diploma, teacher's license or transfer purposes until all debts to the university, other than student loans, have been settled.

§ Unless accounts are paid in full, students will be ineligible for readmission or registration for a future semester

§ Upon recommendation of the director of the University Business Office and with the approval of the assistant vice president for finance, students in debt to the university may be suspended from their classes or may be withdrawn.

**Audit Fees**

A student registering to audit a course will pay the same tuition and fees as one who registers for credit.

Specialized Class Fees

Certain courses which use off-campus facilities (e.g., bowling, skiing) have additional charges which will be determined at the time the course is offered.

Examination for Credit Fee

Arrangements for attempting credit by departmental examination may be made by paying a nonrefundable \$25 fee to Student Financial Services and presenting the receipt to the Office of the Registrar.

Returned Check Fee

A \$25 per check fee is assessed for checks returned unpaid to the university. Any personal check remitted for payment may be subject to verification through the TeleCheck system. Check cashing privileges may be withdrawn from repeat offenders. The university will hold the student's records, future registration, transcripts, teaching license and diploma until the check is redeemed.

If the student does not redeem the check, the university may invalidate the student's registration, cancel the student's class schedule and participation in university activities, or withdraw the student from the university.

Convenience Fee

Electronic Student Account payments made through e-campus will be assessed a convenience fee. The convenience fee is based on the total charges paid. The calculated amount is displayed separately and assessed at the time payment is made.

Eligibility for In-state Tuition

Eligibility for in-state tuition charges is based on the provisions of Section 23-7.4 of the Code of Virginia in effect on the first day of classes for each term. A link to the Code of Virginia guidelines can be found on the University Business Office Web site. This statute limits in-state tuition to those with Virginia domiciliary status. Domicile is defined as the "present, fixed home to which you return following temporary absences and at which you intend to stay indefinitely." If there is any question of the right to classification as a domicile of Virginia, it is the student's obligation, prior to the first day of classes for the semester, to raise the question with the University Business Office.

To qualify for in-state tuition, a graduate student shall establish by clear and convincing evidence that for a period of at least one year immediately prior to the date of the alleged entitlement, he or she was domiciled in Virginia and had abandoned any previous domicile, if such existed.

Domiciliary status shall not ordinarily be conferred by the performance of acts which are auxiliary to fulfilling educational objectives or are required or routinely performed by temporary residents of the commonwealth. Mere physical presence or residence primarily for educational purposes shall not confer domiciliary status. A matriculating student who has entered an institution and is classified as an out-of-state student shall be required to rebut by clear and convincing evidence the presumption that he or she is in the commonwealth for the purpose of attending school and not as a bona fide domiciliary.

Initial determinations of eligibility are made by the Office of Graduate and Professional Programs (graduate students and continuing education and special students). Decisions on re-entry students are also made by these respective offices. To establish eligibility, an applicant must complete the uniform domiciliary status questions included in the applications for admission to the university or on the special student enrollment form. For information on special provisions of Section 23-7.4 covering military families and persons living out-of-state but employed full-time in Virginia, contact the Office of Graduate and Professional Programs.

Once a student receives an initial determination of eligibility, he or she may appeal for a review of the application by contacting the head of the office that made the determination (director of the Admissions Office or dean of the Office of Graduate and Professional Programs). Appeal for a final administrative review of the decision to deny in-state tuition may be made to the university's Residency Appeals Committee chaired by the associate vice president for institutional effectiveness. If there is any question of the right to classification as a domicile of Virginia, it is the student's obligation, prior to or at the time of registration, to raise the question with the administrative officials of James Madison University. Any party aggrieved by a final administrative decision shall have the right to petition within 30 days for a review by the Circuit Court of Rockingham County.

Returning students may apply for reclassification from out-of-state to in-state status through the University Business Office. Denial of a request for such reclassification may be appealed within 30 days to the assistant vice president for finance with a final appeal within 30 days to the Residency Appeals Committee. Petition for review of this final appeal must be made within 30 days to the Circuit Court of Rockingham County.

A change to in-state status may be made for a semester only when the completed application for reclassification form is received in the University Business Office prior to the first day of classes for that semester. Students are responsible for paying out-of-state tuition rates until in-state status has been approved.

Room and Board

Part-time students cannot purchase a housing contract without prior approval of the Office of Residence Life. Students residing in university housing, except university-sponsored apartments, automatically have a comprehensive 14-Plus Meal Plan included with their housing contract. Other resident meal plans are described in JMU's *Student Handbook*. Residents of university-sponsored apartments are only charged for the room portion of their housing contract. These students and commuter students may purchase one of several meal plans through Card Services, Warren Hall, Room 302.

If students arrive late by 10 days or less, their boarding fee will not decrease. The only exception; however, is lateness because of hospital confinement. If a student is late because of a seven-day or longer stay in the hospital, the university will consider adjusting the board fee. Contact Card Services, Warren Hall, Room 302; (540) 568-6446 for additional information.

Refunds

Any overpayment of a student account can be either refunded or posted to a future semester as a payment. All overpayments are refunded to the student except for parent PLUS loans, which are refunded to the parent. Direct Deposit to the student's or parent's bank account is strongly encouraged. Direct deposit forms can be acquired at the University Business Office at Warren Hall, Room 302, through the University Business Office Web site at www.jmu.edu/ubo, or the Office of Financial Aid Web site at www.jmu.edu/finaid. If no direct deposit form is on record, then a check will be processed within 10 banking days and mailed to the student's/parent's home address of record.

Students who officially withdraw from the university by September 7 for fall semester and January 25 for spring semester will be refunded all tuition and fees except the tuition and room deposit. Withdrawing after the end of this period will not reduce tuition charges. Room and board fees will

be prorated from the dining hall opening date. After September 7 and January 25 refunds will be for only a pro rata share of the board fee.

Students who withdraw from the university due to illness certified by a physician or for unavoidable emergency or extenuating circumstances approved by the JMU Ombudsperson will be refunded a pro rata share of all fees. Refunds for withdrawal from the university are calculated from the date on which withdrawal is officially approved by the JMU Ombudsperson.

Students whose connection with the university terminates because of disciplinary action or enforced withdrawal will receive a pro rata refund of all fees except for the room.

Returning Students

For returning students who want to live in university residential facilities, a signed room and board contract must be submitted to the Office of Residence Life, Huffman Hall, Room A101. A contract fee will be billed through the student's financial account.



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Financial Assistance

For information regarding Assistantships, contact

College of Graduate and Professional Programs
17 West Grace Street, MSC 6702

Phone: (540) 568-7065

Web site: <http://www.jmu.edu/cgop/assistantships.shtml>

For other information, contact Scholarships, Grants and Loans

Warren Hall, MSC 3519

Phone: (540) 568-7820

Web site: <http://www.jmu.edu/finaid/>

Assistantships**Classification of Assistantships****Federal Financial Assistance Programs****Cost of Attendance****Employment****Equal Employment Opportunity****Satisfactory Academic Progress****Student Loans****JMU Scholarships****Student Employment****University Withdrawal**

Assistantships

Each year, James Madison University makes available approximately 2.25 million dollars for graduate study tuition assistance and stipends through the graduate assistantship program. Although limited in number, assistantships are available in academic and non-academic areas. All categories, described in the "Classification of Assistantships" section, are referred to as graduate assistantships unless otherwise indicated. Assistantships are managed by the College of Graduate and Professional Programs and are distributed among academic departments, administrative offices, athletics and student services areas.

Students will be awarded assistantships for a maximum of four academic semesters (exclusive of summer session) in most masters' and educational specialist degree programs and a maximum of three years in the Master of Fine Arts and doctoral programs. Assistantships are limited to nine paid graduate hours of tuition each fall and spring semester, although contracts are usually written for an academic year. Students must pay for any additional hours each semester at the tuition rate based on residency status. Under no circumstances will payment from assistantship funds be used for audited course work or undergraduate hours. Assistantships do not cover students' room and board expenses. No tuition or stipend is paid through the assistantship program for summer sessions.

Deadlines

Some departments, schools or programs may require specific deadlines for assistantship applications. Consult the appropriate department or school for their application deadline.

Criteria

Physican Assistant**Psychology Graduate Programs****Public Administration****Public Health****Special Education****Technical and Scientific Communication**

To be eligible for assistantship consideration, students must:

- § Be conditionally or unconditionally accepted into a specific graduate program.
- § Have official transcripts on file indicating completion of the baccalaureate degree from a regionally accredited institution.
- § Carry a full course load during the period of the assistantship.

Academic Load

The following academic load guidelines apply to all graduate assistants.

Graduate assistants must:

- § Carry nine credit hours each semester.
- § Receive prior approval from the graduate program coordinator when planning to register for more than nine credit hours
- § Pay for any additional credit hours above the nine paid for by their assistantships.
- § Not take fewer than nine credit hours without prior written approval from the dean of the College of Graduate and Professional Programs. This underload of classes to no fewer than six credit hours is allowed only once during a graduate career.

For tuition to be covered by the assistantship, all graduate assistants must register each semester for all courses during the regular registration period(s) and prior to the tuition refund date as outlined in the *Registration and Student Record Services Handbook*. Students who register for any additional courses after this time will be held personally responsible for additional tuition and fees. Students who drop courses after the add/drop deadline but before the end of the course adjustment deadline will be held personally responsible for fees and will receive a grade of "W" for the course. A grade of "WP" or "WF" (according to the status of the student at the time of withdrawal) will be assigned to students who withdraw after the course adjustment deadline at the discretion of the instructor. The "WP" or "WF" will be recorded and remain on the student's transcript. Exceptions will be made only for documented extenuating circumstances and will be handled on a case-by-case basis.

Classification of Assistantships

Graduate Assistants in Academic Areas

A limited number of graduate assistantships are available in most academic units offering programs of graduate study. Graduate assistants are assigned to an academic unit to assist faculty members in preparing for instruction, grading papers, conducting research, preparing laboratories, performing departmental or school administrative tasks, etc. Application forms may be obtained from the College of Graduate and Professional Programs office. Graduate assistants undertake various academic unit assignments requiring approximately 20 hours a week. While at times it is necessary for GAs to perform administrative duties, there is a concerted effort to limit the assistantship duties to activities relevant to the students' field of training.

Graduate Assistants in Nonacademic Areas

Graduate assistants are employed in a nonacademic departments or administrative offices and their duties vary according to the needs of their assigned area. Specific responsibilities will vary, but in general assistants will aid in the administrative duties of a supervisor approximately 20 hours per week.

Graduate Assistants in Student Affairs

The Division of Student Affairs offers appointments to the university staff for graduate students interested in working in a student personnel position. The employment site will depend on training, experience and interest.

Teaching Assistants

A limited number of teaching assistantships are available in academic units offering major programs of graduate study. Teaching assistants must:

- § Have earned at least 18 graduate credit hours in the discipline in which they are teaching.
- § Be under the direct supervision of an experienced faculty member.

§ Receive training in teaching methods.

Teaching assistants are assigned to an academic unit and are expected to instruct three to six credit hours of course work or an equivalent of three to six credit hours of laboratory instruction. Application forms may be obtained from the College of Graduate and Professional Programs office.

Doctoral Assistantships

Some Doctoral Assistantships may cover more than nine hours per semester tuition. These assistantships may pay a higher stipend and may be in effect through the summer semesters. Doctoral students seeking assistantships should contact the individual program.

Federal Financial Assistance Programs

The Office of Financial Aid and Scholarships helps qualified students secure a financial aid package designed to meet their financial needs. The award package may consist of grants, scholarships loans and work-study.

Students interested in information on financial assistance programs should contact the Office of Financial Aid and Scholarships at the above address or send e-mail to fin aid@jmu.edu.

Application Procedures and Deadlines

All financial aid applicants must undergo a standardized federal "needs analysis" by completing the *Free Application for Federal Student Aid* (FAFSA). Because of intense competition for scholarships and grants at JMU, it is essential that applicants ensure their FAFSA has reached the federal government by March 1 prior to the academic year for which you are seeking financial assistance to receive priority consideration for the coming school year. Failing to file by the priority filing date may cause delays in receiving aid and can result in lower aid packages.

A student must complete a FAFSA before financial aid eligibility can be determined for the following sources of aid:

- § Federal Subsidized Stafford Loan
- § Federal Unsubsidized Stafford Loan
- § Federal Work-Study Program
- § Need-based Foundation Scholarships

When a student files the FAFSA, the federal processor calculates their Expected Family Contribution (EFC). The EFC is an estimate of the family's ability to contribute to the student's overall educational expenses for one year. The student's financial aid "need" is JMU's computation of educational expenses minus the EFC. Due to limited funding, state and federal grants must be awarded to students who have the highest financial need, and in many cases who met the priority FAFSA filing date.

Financial aid recipients must complete the FAFSA each school year. Amounts and types of assistance may vary from year to year. If funds are available, the Office of Financial Aid and Scholarships continues to assist students who meet the following conditions:

- § Complete the FAFSA, with priority given to those who apply by the priority filing date of March 1, prior to the academic year for which you are seeking financial assistance.
- § Meet the general eligibility requirements for aid as defined by the FAFSA
- § Maintain Satisfactory Academic Progress (described later)

Students who are offered financial assistance by JMU will receive a financial aid award notice indicating the source(s) and amount(s) of assistance. The aid notice has important information, so the recipient should read it very carefully before returning the appropriate copies to the Office of Financial Aid and Scholarships. If any of the information is not correct, the student should immediately notify the Office of Financial Aid and Scholarships. Financial aid is awarded based on FAFSA information, as well as the student's status at JMU (e.g. class status, enrollment level, and residency). Federal and state regulations also require the Office of Financial Aid and Scholarships to consider any outside sources of aid when awarding financial aid. These outside sources can be JMU scholarships, private scholarships, veteran's benefits, tuition waivers, etc. It is possible for a student's financial aid award to fluctuate throughout the year if any of the FAFSA information, JMU status, or outside aid status changes. Financial aid notices are usually sent to returning students during the spring. New students may receive aid notices in the spring prior to enrollment.

Cost of Attendance

An important part of determining a student's eligibility for financial aid is determining a Cost of Attendance. In accordance with federal regulations, JMU has developed a Cost of Attendance (i.e. budget) for anticipated expenses a student may incur during the current school year. These expenses include tuition, room, board, books and supplies, travel expenses, and personal expenses. Room and board can be residence hall or off-campus housing expenses depending a student's response on the FAFSA. Expenses are also considered for students who live at home with parents or relatives, but it's a lesser dollar amount than for those living elsewhere. Travel expenses include items such as gasoline, vehicle maintenance and insurance. Personal expenses include things such as laundry, entertainment and clothing. Many items in the Cost of Attendance are estimates, so it's possible for a student to spend more or less than we anticipate during any given year.

Employment

The College of Graduate and Professional Programs recognizes that many graduate students depend upon part-time or full-time employment to meet expenses. Though there is no limit to the maximum number of credit hours employed students may take, students and advisers should realize that a course schedule should take into consideration the demands of employment.

Equal Employment Opportunity

James Madison University does not discriminate on the basis of race, color, national origin, religion, gender, age, veteran status, political affiliation or disability (in compliance with the Americans with Disabilities Act) with respect to employment or admissions, or in connection with its programs or activities.

Inquiries or requests for reasonable accommodation may be directed to the activity coordinator, the appropriate university office, or the Office of Affirmative Action, MSC 7802, JMU, Harrisonburg, VA 22807, phone (540) 568-6991 or (540) 568-6991 TDD, or 540-568-7992 FAX. More information is available through the Office of Affirmative Action Web site at <http://www.jmu.edu/affirmact/>.

Satisfactory Academic Progress

Web site: http://www.jmu.edu/finaid/wm_library/sap_policy.pdf

To be academically eligible to receive financial assistance, students must be making satisfactory progress toward graduation as defined by the College of Graduate and Professional Programs.

Student Loans

Federal Stafford Loan Program

Web site: <http://www.jmu.edu/finaid>

The Stafford Loan (subsidized and unsubsidized) is a long-term, low-interest loan, for which undergraduate, graduate and professional students may apply. The interest rate is variable, but is capped at 8.25 percent. For a subsidized loan, the government will pay the interest while the student is in school. For an unsubsidized loan, the student can either pay the interest in school or have it capitalized (i.e. added into the principle). Payments on the principle amount do not begin until the student graduates or drops below half-time status.

Graduate students may borrow no more than \$18,500 per year. Eligibility is determined by the Office of Financial Aid and Scholarships.

Alternative Loans

Many banks are now offering credit-based alternative loans to students and parents who either don't qualify for the Stafford loan or who cannot receive enough money through these loan programs to cover their educational expenses. Terms of these private loans vary, but interest rates are normally higher than the Stafford loan. The financial aid office strongly encourages students to exhaust other sources of aid before pursuing an alternative loan; however, brochures and applications are available in our office for those needing more information on these types of loans.

Donald E. Gardner Memorial Loan Fund

The Donald E. Gardner Memorial Loan Fund is a short-term loan program named in memory of Donald E. Gardner, who served as university comptroller for nine years. The program provides

students with a resource to meet short-term financial needs. These short-term loans, which range from \$200 to \$600, are available to undergraduate and graduate students who meet the following criteria:

- § Are currently enrolled
- § Are degree-seeking
- § Are full- or part-time (taking at least six hours of course work)
- § Are making satisfactory academic progress
- § Can repay the loan within 90 days

Tuition must be paid in full prior to applying for the Donald E. Gardner loan. Loan applications and other eligibility information may be obtained in the Office of Financial Aid and Scholarships.

JMU Scholarships

Web site: www.jmu.edu/finaid

Many scholarships for students are established through the JMU Foundation and other individual departments. All scholarships are awarded through the Office of Financial Aid and Scholarships or by the appropriate college or division according to criteria set by the scholarship donor. Scholarships are awarded based upon either merit and/or need. To be considered for need-based scholarships, students must complete the FAFSA.

A listing of scholarships is available through the Office of Financial Aid and Scholarships. For information on specific scholarships, we encourage you to visit the Financial Aid and Scholarships Office or check the Web site.

Private Off-Campus Scholarships

Private off-campus scholarships include those scholarships awarded to specific students by outside (non-JMU) organizations. These scholarships are credited to the student's account upon receipt of the funds. If this type of scholarship is to be used to pay tuition and fees, the funds must be received prior to the semester due date for payment of fees. Please mail all off-campus scholarships to:

University Business Office, MSC 3516
James Madison University
Harrisonburg, VA 22807

The student is responsible for compliance with the provisions of the scholarship (i.e., grade reporting, notification of attendance, etc.).

Student Employment

JMU employs both graduate and undergraduate students in academic, administrative or service oriented areas. Students must be degree seeking and currently enrolled to be employed in these positions. They receive payment for their services via direct deposit twice a month. There are two work programs at JMU.

Federal Work-Study Program

Federal Work-Study jobs can be part of the financial aid package for students who demonstrate high financial need as determined by their FAFSA. This is an opportunity for students to have a meaningful work experience; however, employment is not guaranteed. The student will still need to interview with the appropriate employers to secure a position. These jobs provide a student with the opportunity to earn a paycheck throughout the year, and the money earned through this program is not counted as income when the student applies for financial aid next year.

Institutional Employment

Institutional Employment is also available to students at JMU. These jobs are very similar to the FWS jobs with two main exceptions. A student does not have to establish financial need to apply for an institutional job. Secondly, these jobs are not awarded to students. Students must apply for an institutional job through the Office of Financial Aid and Scholarships.

University Withdrawal

If you withdraw from the university, the University Business Office may adjust your charges based upon your withdrawal date and the JMU Refund Policy. For the university refund policy, please refer

to the University Business Office Web site at <http://www.jmu.edu/ubo>.

Regardless of any adjustment to your charges, if you withdraw from the university, your financial aid may be adjusted based on the percentage of the semester you completed before withdrawing. In some cases, Federal Return of Title IV Funds regulations may require that aid be returned to the federal government for students who completely withdraw from JMU before 60% of a term has been completed. Financial aid is awarded for the entire term, which is generally a 15 week period. If a student does not complete the entire 15 weeks, then the Return of Title IV Fund rules will determine how much financial aid has been earned. The student can keep that amount for the term, but the unearned part must be immediately returned to the federal government. In some situations, this will leave the student with a balance owed to the university. Funds are returned to the federal government in following order: Unsubsidized Stafford, Subsidized Stafford, PLUS, Perkins, Pell and SEOG. See the terms and conditions of Financial Aid at www.jmu.edu/finaid for a sample calculation.

Additionally, certain state grant programs cannot exceed tuition, or the cost of tuition and books. If a student's tuition is reduced based on the JMU Refund Policy, it's very possible that state grant funds will be reduced by the same amount. In most cases, this will not impact a student's bill, as the reduction to state grants is generally equal to the remaining tuition balance.



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CGOP Main Page**2004-2005 Graduate Catalog Home****General Information**

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Accounting**Adult Education/Human Resource Development****Art & Art History****Assessment and Measurement Doctoral Program****Biology****Business Administration****Combined-Integrated Doctoral Program****Communication Sciences & Disorders****Computer Science****Education****English****Health Sciences****History****Integrated Science and Technology****Kinesiology and Recreation Studies****Music****Nursing****Occupational Therapy****University Services**[Academic Affairs Mission Statement](#)[Student Affairs Mission Statement](#)[Campus Services](#)**Academic Affairs Mission Statement**

Phone: (540) 568-6616

Web site: <http://www.jmu.edu/acadaffairs/mission.htm>

Our mission is to provide an exceptional educational experience, designed to meet the changing needs of our students in society and dedicated to achieving the highest level of excellence within our academic programs.

We strive to focus on the student both as an individual and as a member of the global community. Our faculty are dedicated mentors who are scholars, innovative teachers, and models of responsibility and accountability. Our staff are creative and talented colleagues who are committed to providing a supportive environment that facilitates learning and development.

Student Affairs Mission Statement

Phone: (540) 568-3685

<http://www.jmu.edu/stuaffairs/>

We are committed to preparing students to be educated and enlightened citizens who will lead productive and meaningful lives.

Campus Services**Academic Advising and Career Development**

301 Wilson Hall, MSC 1016

Phone: (540) 568-6555

Web site: <http://www.jmu.edu/aacd/>

There are a variety of career development services on campus to assist students at various stages of the career exploration and job search process. These services are part of the Student Success Center in Wilson Hall. Professional career counselors are available to discuss vocational objectives and a career resource center augments students' career decision-making and job search activities.

A continuous on-campus interviewing program by employers from public schools, businesses, industries and government agencies is arranged during each school year in Sonner Hall.

Workshops on job-hunting strategies, resume writing, completing applications and interviewing are offered on a regular basis. Job vacancies from a variety of organizations are available in the resource center in Wilson Hall.

Bookstore

211 Bluestone Drive, MSC 2902

Phone: (540) 568-6121

Web site: <http://www.jmu.edu/bookstore>

The JMU Bookstore stocks all textbooks used by the academic schools and departments, as well as a large selection of general and technical books. The store also sells school, office and computer supplies, software, clothing, gifts, magazines and greeting cards. For students' convenience, the bookstore provides the following services

§ Special orders for books

Physican Assistant

§ Textbook buy back

§ Gift certificates

Psychology Graduate Programs

§ Film processing

§ Bus tickets

Public Administration

§ Computer services

Public Health**Special Education****Technical and Scientific Communication****Card Services**

Warren Hall, Third Floor, MSC 3532

Phone: (540) 568-6446

Web site: <http://www.jmu.edu/cardctr/>

Card Services issues the JMU access card, which is the official identification card for all members of the university community. The JAC allows access to various campus facilities and services. It is also used for meal plans, dining dollar declining balance accounts and FLEX declining balance accounts, all of which are administered by Card Services. FLEX declining balance accounts are honored for purchases or services in the following areas: bookstore, on-campus copy centers and copy machines, game room, library fines, Mister Chips convenience store, postal services, University Health Center, University Recreation Center, Printing Labs located across campus, Masterpiece Theatre, Parking Services, UPB movies, on-campus vending machines, Warren Hall Ticket Office and all dining services locations as well as many off campus locations such as Chanellos, Biltmore Grill, IHOP, Latalia, Blimpies, Chilis, China Express, Luigi's, Movie Max, Pargos, RT's Chicken, Spanky's and Subway, The Look, Carribean Tan, Dominios Pizza and more to come.

Copy Center

Medical Arts Suite 31, MSC 5722

Phone: (540) 568-3263

HHS Room 1002, MSC 4311

Phone: (540) 568-8731

Web site: <http://www.jmu.edu/copycenter>

The university Copy Centers are owned and operated by the university as a service to the campus community. There are two locations conveniently operating extended hours and providing a full range of photocopying services. Academic coursepack service, copyright permission service, full color copying, digital copying and digital file storage, network printing, binding, laminating and express photocopying service is available. Hours of operation vary according to location. All centers are closed for university holidays.

Center for Multicultural/ International Student Services

Warren Hall, Room 245, MSC 3504

Phone: (540) 568-6636

Web site: <http://www.jmu.edu/multicultural>

The Center for Multicultural/International Student Services strives to celebrate the diversity of our students by fostering student growth and development, heightening awareness, and educating our constituents regarding ethnic and cultural diversity.

Our purpose is:

§ To assist the university in its goal of recruitment of multicultural and international students, faculty and staff

§ To increase the retention of multicultural and international students through a host of program services designed to assist these students in achieving their academic and career aspirations

§ To encourage the development of a climate in which accomplishments of multicultural and international students are appreciated

§ To create an environment through which multicultural and international students can continue to be an active part of the mainstream of campus life

The office works diligently to provide the following services:

Recruitment and Retention

§ Site visits and recruitment fairs

- § Transition Program
- § Academic Follow-up
- § Mentor Program
- § Educational Skills Development
- § High School Male Academy and Female Institute

Cultural Programming and Awareness

- § Campus wide events featuring our multicultural education series, special programs and performances
- § Educational activities including diversity workshops
- § Social activities such as homecoming step show, dances and receptions
- § International Week celebration

Student Support

- § Monthly newsletter
- § Semester cultural calendar
- § Resources & referrals to our library, scholarship and internship information
- § Student Organization advising
- § Assessment and evaluation

International Student Development

- § Transition America: International Student Orientation
- § Cultural Exchange Program
- § Friendship Families: for community support and an introduction to U.S. family life
- § Madison International – Ashby Hall
- § Annual International Student Leadership Conference

Leadership Development

- § Organizational Roundtable
- § Leadership Training Programs
- § Assistance or sponsorship for leadership conferences

Convenience Store

Phone: (540) 568-3922

JMU's on-campus convenience store, Mister Chips, is owned and operated by the university. It sells a wide variety of products including snacks and beverages, health and grooming aids, newspapers, greeting cards, novelties, flowers and balloons. Mister Chips also provides film processing.

Counseling and Student Development Center

Varner House, Room 101, MSC 0801

Phone: (540) 568-6552

Web site: <http://www.jmu.edu/counselingctr/>

The Counseling and Student Development Center provides mental health services, developmental skills assistance and human relations services to the student community. Through individual therapy, group counseling and psycho-educational programming, the center helps students to:

- § Resolve personal conflicts
- § Deal with emotional distress
- § Develop more effective and satisfying lifestyles
- § Overcome sexual abuse trauma
- § Improve interpersonal relationships
- § Recover from substance abuse
- § Enhance educational development

In addition to counseling and therapy, the center provides consultative services and psycho-educational programs to students, faculty members, administrators and parents. Consultative

services provide individuals the opportunity to consult with a counselor and obtain assistance in assessing a problem, considering how to help someone who may be having personal or mental health difficulties and/or obtaining information about psychological and mental health services. Consultation can also assist with referrals to mental health providers in the Harrisonburg community. Psycho-educational services provide a variety of workshops and presentations (such as stress management, interpersonal communication, family dynamics and weight and eating concerns) to assist students with their academic success and personal well being.

Services are available to all full-time students; limited services are available to part-time students. The center is staffed by psychologists and counselors. All contacts with the center are treated on a confidential basis unless other arrangements are made. Appointments can be made by calling the center or stopping by the office. In case of a mental health emergency after regular office hours, call the campus police for assistance at (540) 568-6911.

Dining Services

Gibbons Hall, Entrance 7, MSC 0901

Phone: (540) 568-6751

Web site: <http://www.jmu.edu/dining/>

Nutrition is important throughout life, and the college years are no exception. JMU Dining Services is one of the largest departments at the university, supporting the academic life of the entire community seven days per week with convenient, tasty meals and refreshments. The department serves the entire campus in 14 different venues across campus, ranging from espresso bars to cheeseburgers.

To meet the varied needs of individual students, Dining Services provides different meal plans. All on-campus residents may choose from among three meal plans, which come with the "Student Housing and Food Contract." They are the 19-Meal Plan, the 14-Meal Plan and Any-11-Premier Meal Plan. All of these plans provide the student with more good food at less cost per meal than any other means available. Commuters, who do not automatically have meal plans, may purchase any of the on-campus plans and have the additional options of a ten, five and three meal plan.

The department also offers declining balance accounts that operate similar to a debit card. Students using this plan, called Dining Dollars, get a 5-percent discount and pay no sales tax on anything they buy. Cash sales are also welcome at all Dining Services locations.

Disability Services

Wilson Hall, Room 107, MSC 1009

Voice/TDD: (540) 568-6705

Web site: www.jmu.edu/disabilityser

The Office of Disability Services ensures that the university complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Section 504 and the ADA guarantee the rights of all students with documented disabilities equal access to an education, which is limited only by personal ability and not by their disability.

Our mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at JMU. We cooperate through partnerships with students, faculty, and staff to provide reasonable accommodations, services and programs that enable equal access and encourage and assist students in the development of independence, responsibility and effective self-advocacy.

Individuals eligible for services include, but not limited to, those with

- § Learning Disabilities
- § Attention Deficit/Hyperactivity Disorder
- § Mobility/Orthopedic impairments
- § Deaf and Hard of Hearing
- § Blindness and Low Vision
- § Traumatic Brain Injuries
- § Chronic Illnesses such as diabetes, cystic fibrosis, epilepsy, etc.
- § Psychiatric disorders

Depending on a students special needs, the following services may be available to JMU students with documented disabilities:

- § Assessment of disability-related needs
- § Specialized academic advising
- § Consultation/liaison with faculty & other university departments
- § Academic support services
- § Learning strategies
- § Alternative testing accommodations
- § Special Housing Requests
- § Books on Tape
- § Paratransit – campus transportation services for mobility impairments

In order to provide effective and reasonable accommodations, students will be required to provide documentation of their disability. Documentation should indicate the student's current level of functioning. It should also state the diagnosis of a disability, indicate the substantial limitations resulting from the disability and provide a justification for reasonable accommodations. Guidelines for the documentation of a disability can be requested from Disability Services or found at the following Web site: www.jmu.edu/disabilityser/documentation.htm. This information will help Disability Services provide each student with appropriate, reasonable accommodations and support services.

For more information on how to secure accommodations for students with disabilities or for information about policies, procedures and resources regarding services for students with disabilities, contact this office.

Facilities Management

University Services Building, Room 207B, MSC 7001

Facilities Management is responsible for planning, acquiring, building, maintaining, managing and directing the capital assets of the university. Maintenance includes heating, cooling, integrated waste management, grounds cleaning and beautification. Routine maintenance and cleaning services for campus residential facilities are provided by Facilities Management through the Office of Residence Life. Facilities Management is also responsible for integrated pest management, utilities, The Edith J. Carrier Arboretum, transportation services for the university and the Locksmiths shop. Emergency services can be obtained by calling 568-6101 Monday-Friday, from 7:30 a.m. to 11:30 p.m. During nights, weekends, and holidays, please call Campus Police at 568-6911.

Mail Services

Warren Hall, MSC 0001

Phone: (540) 568-6257

Web site: www.jmu.edu/postoffice

JMU Mail Services is a fully functional Post Office serving the entire JMU community. We offer a wide variety of mailing supplies. We also offer UPS shipping service, fax service, on demand delivery and much more. There is a USPS stamp vending machine outside our office in Warren Hall and one in the Festival Building. There are USPS drop boxes, as well as JMU Mail Services drop boxes, located throughout the university for your convenience.

Student mail is delivered between 10:00 a.m. and 4:00 p.m. with deliveries from UPS, DHL, FedEx, etc. throughout the day. Packages too large for mailboxes are received into our computer system. Notification slips are put into student mailboxes and e-mails are sent to the student. Any outgoing mail received after 4:00 p.m. will be postmarked the following business day. All outgoing UPS packages are picked up Monday through Friday at 3:00 p.m.

Office of Affirmative Action

1017 Harrison St., Harrisonburg, VA 22807, MSC 5802

Voice/TDD: (540) 568-6991

Fax: (540) 568-7992

Web site: <http://www.jmu.edu/affirmact/>

The Office of Affirmative Action promotes the practice of and adherence to the equal opportunity policies of James Madison University. Bringing diversity to JMU, the program assists in the identification and recruitment of qualified individuals who normally have been underrepresented in the university. It also sponsors workshops on various subjects such as sexual harassment,

disabilities, affirmative action, etc. The Office of Affirmative Action also provides a place where individuals who feel that they have been subjected to harassment or discrimination due to race, color, national origin, religion, gender, age, veteran status, political affiliation or disability can file a complaint for an impartial resolution. Inquiries may be directed to the Office of Affirmative Action.

Office of Judicial Affairs

Fredrickson C101, MSC 2901
 Phone: (540) 568-6218
 Web site: <http://www.jmu.edu/judicial>

The Office of Judicial Affairs is committed to promoting student learning, civic responsibility and, in partnership with others, developing the environment necessary for the university to best achieve its educational mission.

Ombudsperson

Huffman Hall, Room A101, MSC 2401
 Voice: (540) 568-6275

The president of the university has empowered a member of the student affairs staff to serve as ombudsperson. The Ombudsperson is committed to providing students with impartial, independent and confidential support regarding university policy, procedure and regulations. Through collaboration with the student, the Ombudsperson

- § Facilitates the resolution of student issues and concerns
- § Provides direction to students on procedure and regulations
- § Provides confidential, impartial facilitation of communication

The current Ombudsperson is Jim McConnel, who can be reached at mcconnjw@jmu.edu.

Parking Services

Parking Deck, 381 Bluestone Drive , MSC 1301
 Phone: (540) 568-3300
 Web site: www.jmu.edu/parking/

All vehicles parked on property owned, operated or leased by James Madison University are required to display a valid JMU parking permit. For information regarding the university's parking regulations refer to the *Parking and Traffic Regulations Handbook*. A copy of the handbook may be obtained free of charge upon request at the Parking Services office. Updated information can be obtained through our Web site. For additional questions and concerns contact Parking Services between 7:00 a.m. and 4:30 p.m. Monday through Friday.

Public Safety

Shenandoah Hall, MSC 6302
 Phone: (540) 568-6913
 Web site: <http://www.jmu.edu/pubsafety/index.shtml>

The Office of Public Safety consists of law enforcement and safety services. The office supports and advances the educational purposes of the university through the provision of a safe and secure environment for learning, working and personal development.

Police

The university police are commissioned officers with comprehensive law enforcement powers. University police continually patrol JMU's campus and facilities, providing full-service protection to the JMU campus community.

The Campus Police Cadet Program carefully screens and trains students to aid the university police. Cadets are on duty from 7 p.m. until 2 a.m. each weeknight and until 3 a.m. on weekends. Cadets are responsible for patrolling the campus and securing academic and administrative buildings each evening. In addition, they provide escort services to students walking across campus. When cadets are off duty, university police officers escort students as needed.

Safety

The university safety engineer is responsible for conducting safety surveys and inspections; investigating fires, hazardous material spills and other dangerous conditions and providing environmental and workplace safety and health awareness training.

Residence Life

Huffman Hall, MSC 2401

Phone: (540) 568-6275

Web site: <http://web.jmu.edu/reslife/>

The Office of Residence Life oversees multiple functions related to living and learning at James Madison University. Offices and programs within the department focus on student learning, student development, and successful transitions throughout the university experience. This department includes the First-Year Involvement Center (FYI), Residential Learning Programs, Housing Operations and Business Operations.

Residential Learning Programs oversees the selection, training and supervision of residence hall staff, develops policies and procedures for hall operations, and administers the delivery of programs and services designed to promote student success. Housing Operations manages all university-sponsored housing facilities, including the administration of contracts and room assignments. Business Operations coordinates all maintenance and housekeeping services and manages residence hall summer projects.

Graduate Student Housing

The university sponsors a limited number of efficiency apartments for upper-class and graduate students. Students interested in more information regarding university housing may contact the Office of Residence Life.

Student Government Association

Taylor Hall, Room 203, JMU Box 3523

Phone: (540) 568-6376

Web site: <http://sga.jmu.edu/>

Students, faculty and administration share the responsibility for governing JMU. They are represented on the University Council, on its commissions and on standing and special committees reporting to these bodies.

The Student Government Association collectively represents the university student population. SGA promotes the welfare of students by providing the medium through which students can actively voice their concerns, and by serving as a liaison between the students, faculty and administration at JMU.

Student Handbook

Web site: <http://www.jmu.edu/judicial/handbook.html>

The student handbook contains a wealth of information about university policies and regulations, university facilities and student organizations.

For students' convenience, the handbook is available online.

Student Success

MSC 1012

Phone: (540) 568-3787

Web site: <http://www.jmu.edu/stusuccess>

Student Success is the name of JMU's collaborative, campus-wide effort to coordinate programs and support services based on cohesive educational goals. Focusing on academic achievement, career development, planning, decision-making and leadership development. Student Success programs are designed to help students assume responsibility for learning so they can complete seamless transitions into, through and out of the university. The Student Success Learning Center (Wilson Hall) houses the Office of Student Success Programs, Academic Advising and Career Development, Educational Support Programs, Written and Oral Communication Support, Science and Mathematics Learning Center, an Assessment Lab, The James Madison Center, University Information @ Wilson, and Supplemental Instruction. The Student Success Service Center (Warren Hall) houses Card Services, Financial Aid and Scholarships, Registration Services, Student Financial Services, University Information @ Warren and Warren Box Office along with several student center resources: Center for Multicultural/ International Student Services, Dining Services, Office of Sexual Assault Prevention and Women's Resource Center, lounges and Post Office. The Student Success Welcome Center in Sonner Hall houses the Office of Admissions, On-Campus Recruiting, and University Information @ Sonner.

University and College Centers

Taylor Hall, Room 200, MSC 3501
 Phone: (540) 568-3341
 Web site: <http://www.jmu.edu/ucenter/>

Through facilities, services, programs and resources, the James Madison University & College Centers department responds to the needs of the entire JMU community. The Centers provide experiential learning opportunities, which support the university's mission of student learning and development.

The University & College Centers department reflects a broad range of programs and services, which represent all members of the university community. The facilities serve as a community center for the campus. Physically, the University & College Centers are the gathering places for the campus, with meeting rooms, assembly spaces, lounges and support services available. Philosophically, they are places where ideas come to life, learning is put into practice and the various constituencies of the campus find common ground.

The University & College Centers department is comprised of the following units.

Events & Conferences

Taylor Hall, Room 233, MSC 3501
 Phone: (540) 568-6330
 Web site: www.jmu.edu/ucenter/events/

Events & Conferences provides a comprehensive approach to the coordination of services necessary for campus events as well as coordination of scheduled meetings and conferences throughout the year.

Facilities Services

Taylor Hall, MSC 3501

Five buildings house the programs and services which the University & College Centers provide for the JMU community. They are Grafton-Stovall Theatre, Warren, Taylor, and Phillips Halls, and College Center on the East Campus. In addition, the University Information central facility is located in Sonner Hall. The Facilities Services area addresses physical concerns in these spaces.

Student Organization Services

Taylor Hall, Room 211, MSC 3501
 Phone: (540) 568-6613
 Web site: <http://www.jmu.edu/ucenter/sos/>

Student Organization Services houses Clubs & Organizations, Fraternity/Sorority Life, and the University Program Board and is located in Taylor Hall. SOS provides a wide range of educational, social and cultural events, as well as support services for all JMU student clubs and organizations. Student Organization Night at the beginning of each semester offers an opportunity for all students to meet members of clubs, learn about organizations and discover how to become involved with them.

Clubs and Organizations

Taylor Hall, Room 205A, MSC 3501
 Phone: (540) 568-6613
 Web site: <http://www.jmu.edu/ucenter/sos/>

Clubs and Organizations provides services to the more than 260 recognized student organizations at JMU and provides information about recognized student organizations to the JMU community. Programs such as C.E.O. Workshop Series, fund raising workshops, Officer Transition Workshops and Brown Bag Lunches provide members, officers and advisers of student organizations with opportunities to educate themselves and improve their organizations. Students are invited to stop by and learn more about involvement opportunities at JMU. Student organizations offer students a leadership laboratory in which to apply their knowledge and skills.

Fraternity/Sorority Life (Greek Life)

Taylor Hall, Room 205A, MSC 3501
 Phone: (540) 568-8157
 Web site: <http://www.jmu.edu/ucenter/sos/>

The University and College Centers work with the fraternities and sororities to foster cooperation

and communication among the chapters, the university and the community. The staff advises the Inter-Fraternity and Panhellenic Councils and also works with the individual chapters in promoting leadership, involvement and service. The University and College Centers are committed to the development and growth of the fraternity and sorority community by implementing programs and workshops to facilitate the many aspects of Fraternity/Sorority Life.

University Program Board

Taylor Hall, Room 203, MSC 3501

Phone: (540) 568-6217

Web site: <http://upb.jmu.edu>

Campus entertainment is scheduled through the University Program Board, a student organization advised through the University and College Centers. Concerts, films, speakers, trips and numerous other activities designed to complement the educational mission of JMU are arranged by the UPB. The board also solicits collaborative programs with other student organizations, university departments and schools. Committees for which students may volunteer include film, club, musical events, global awareness and contemporary issues, tickets, technical services, publicity, public relations, financial management, internal student development and communications.

Taylor Down Under

Taylor Hall, Room 102, MSC 3511

Phone: (540) 568-7853

Web site: <http://www.jmu.edu/ucenter/tdu/>

Taylor Down Under, located on the ground floor of Taylor Hall, includes the office of Off-Campus Life and TDU Services, the Corner Pocket Game Room and TDU Coffee Bar and Bakery. The TDU lounge area was developed with the commuter student in mind but has become a popular hang out for all students. This area offers computers for student use, daily newspapers, television, evening entertainment on the TDU Stage, comfortable futons and tables and a University Information site. University Information at Taylor, operated by student employees and managed by TDU Services, is one of four sites across campus for front line information about JMU and the Harrisonburg community. Off Campus Life is concerned with the needs and education of our commuter students who are preparing to live off campus. OCL offers regular office hours, a Web site, updated housing listings, educational programs and conflict resolution along with locker rentals and lunch refrigeration. Our awardwinning UDAP program (Utility Deposit Assistance Program) is coordinated through TDU.

University Information

Web site: <http://www.jmu.edu/ucenter/uinfo/>

University Information is a network of information sites located on campus to provide assistance with academics, on and off campus events, directions, area tourist sites and travel information, as well as general questions about daily life at JMU; such as who-to-go-to-for-what and what kiosks are available to check e-mail, surf the Web, and register for classes.

Welcome Center: Lobby of Sonner Hall – xUINFO; jmu-info@jmu.edu

UI at Taylor: Taylor Hall, 1st floor – x87853

UI at College Center: College Center, 2nd floor – x82592

UI at UREC: Lobby of University Recreation – x88700

University Health Center

University Health Center, MSC 7901

Phone: (540) 568-6177

Web site: <http://www.jmu.edu/healthctr/>

The University Health Center partners with students to encourage personal responsibility for their well being by providing quality primary care and education in a confidential, professional, and collaborative manner. The UHC is staffed by physicians, nurse practitioners, registered nurses, and health education and support staff trained in young adult health care needs. The General Medicine area provides ambulatory, acute care service. Appointments can be scheduled by calling (540) 568-6178. Critical or emergency situations will be referred to Rockingham Memorial Hospital, located adjacent to the UHC.

The services of the UHC are available to JMU graduate students enrolled in six or more credit hours. All students must have a completed health record on file with evidence of required immunizations. Services include allergy clinics, immunization clinic, lab services, contraception services including

counseling and education, and health education services and programs. Services do not include the cost of prescriptions, lab work, x-rays, hospital care or the services of specialists not on the UHC staff. It is strongly recommended that students carry health and accident insurance. This coverage may be through a family policy or the group policy available to JMU students at an additional cost.

The UHC Office of Health Promotion takes an active role in promoting wellness and the benefits of a healthy lifestyle for students, faculty and staff. Health educations and the REACH peers offer a variety of services related to college health issues including university-wide programs and speakers, presentations to classes, and consultations for class research and personal health concerns. Additional information is available from the UHC Web site or by calling (540) 568-6178.

The UHC Office of Sexual Assault Prevention and Women's Resource Center, located in Warren 404, provide services, resources, programs and information on issues associated with sexual assault, gender and relationships, self-esteem, communication skills, prevention and risk reduction, as well as providing services through the One in Four Male Education Program and C.A.R.E. (Campus Assault ResponsE Helpline). For more information, visit the Web site at <http://www.jmu.edu/assaultprev> or <http://www.jmu.edu/womensresource>.

University Recreation

University Recreation Center, MSC 3901

Phone: (540) 568-8732

Web site: <http://www.jmu.edu/recreation/>

University Recreation promotes and advances healthy lifestyles through participation opportunities, educational experiences and supportive services. Our qualified staff is committed to excellence and attentive to the developmental needs of our participants.

In 1996, James Madison University opened its doors to a 140,700 square foot Recreation Center (UREC). All recreational programs are centralized in this multi-level complex (located near the JMU Convocation Center) to offer the JMU community a comprehensive menu of recreational and educational opportunities.

All six of our programming areas - Adventure, Aquatics and Safety, Fitness and Nutrition, Group Fitness and Wellness, Intramurals, and Sport Clubs offer activity and program sign-ups at the Program Registration desk, located by the Welcome Center. Our Equipment Center specializes in all adventure and recreation equipment check-out, as well as locker and towel service. Our facility occupies three levels of recreation space.

Incorporated into our six programming areas, we also offer both massage and yoga and are currently working on a low ropes course as part of our new TEAM Challenge program. UREC is also home to thirty one different sport clubs, as well as the Sport Club Executive Council. We also host a variety of special events throughout the academic year, such as our annual Homecoming 5K, Reach Out Climb event, and Biathlon event.

"Your Right To Know"

Your personal safety and the security of the campus community are of vital concern to James Madison University. A copy of the university's annual Harrisonburg (main US) campus, Washington (DC) Internship Semester and London (UK) branch campus security reports are available upon request.

This report includes statistics for the most recent three-year period concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by James Madison University, and on public property within, or immediately adjacent to and accessible from the campus.

The report also includes information regarding the law enforcement authority of the university police; policies concerning campus security, such as crime prevention, alcohol and drug use, sexual assault, state sex offender registry, missing person investigation procedures and the reporting of any crimes that may occur on the campus.

You can obtain a copy of these reports by contacting the Office of Public Safety, Crime Prevention Unit, MSC 6302, James Madison University, Harrisonburg, VA 22807 or you can request that a copy be mailed to you by calling (540) 568-6766/6769. This information is also available by clicking on the "Your Right to Know" links for the Harrisonburg campus, Washington Semester and London branch campus at: <http://www.jmu.edu/pubsafety/index.shtml>.

Withdrawal from the University

Huffman Hall, Section A, Room 101

Phone: (540) 568-2804

The JMU Ombudsperson assists students who are considering withdrawing from the university after the first three weeks of the semester. The student and staff member discuss personal, financial and academic implications of withdrawal. The staff member can provide the student with the proper withdrawal request forms and assist in their completion.



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Accounting

Dr. Paul Copley, Director, School of Accounting

Dr. Nancy Nichols, Director, M.S. in Accounting

For information, call (540) 568-3081

Web site: <http://www.jmu.edu/accounting/MSA.shtml>

Professors

C. Baril, P. Copley, A. Gabbin, N. Nichols, D. Riordan, M. Riordan

Associate Professor

D. Fordham

Assistant Professors

L. Betancourt, E. Cole, R. Richardson

Admission Criteria and Degree Requirements

Admission is open to individuals with a baccalaureate degree in accounting, business or any nonbusiness discipline. Admission criteria and degree requirements for both programs are the same for all students.

Either the Graduate Management Admissions Test or successful completion of all four parts of the CPA exam is required for admission to the M.S. program. Prerequisites are based on the background and previous training of the student.

More information on general admission requirements is available from the College of Graduate and Professional Programs Web site at <http://www.jmu.edu/cgop/>.

Prerequisites

All students must be proficient with a spreadsheet program **and** have the following courses (or their equivalent) prior to starting M.S. course work.

Accounting Courses

Accounting Information Systems
Auditing
Cost Accounting
Federal Income Tax Accounting
Intermediate Accounting I
Intermediate Accounting II

Business Courses

Principles of Management
Organizational Behavior
Statistics
Managerial Finance
Micro Economics
Macro Economics
Business Law

The completion of five courses offered by JMU over the Internet will fulfill the Business Course prerequisite. Each course is the equivalent of three credit hours.

MBA 501. Management and Organization Behavior

MBA 502. Statistics and Management Science

MBA 504. Managerial Finance

MBA 505. Foundations of Economics

MBA 506. Legal Environment of Business

Each course is offered three times a year and is 100% self-paced.

Mission

The mission of the School of Accounting at James Madison University is to cultivate an environment of educational excellence. We do so by providing a learning environment in which students are



encouraged to develop both technical and interpersonal skills necessary for successful professional accounting careers; encouraging and supporting meaningful intellectual contributions by our faculty; and participating actively in the academic and professional communities.

The Graduate Accounting program leads to the Master of Science in Accounting (M.S.) degree. The primary goal of the M.S. program is to prepare business and nonbusiness majors for entry into the public accounting profession, or to serve as the "fifth" year in preparing students for the 150 hours of postsecondary education required for AICPA membership and required (or scheduled to be required) to become a certified public accountant in most jurisdictions.

M.S. in Accounting Program

James Madison University offers an on-campus program tailored for individuals who prefer a traditional full-time program of study. The on-campus program is also available on a part-time basis.

Master of Science in Accounting Degree

The course work for the M.S. program consists of a common core and electives with a thesis option. Thirty credit hours must be taken at the 600 level.

Minimum Core Requirements ¹	Credit
ACTG 675. Accounting Theory ²	3
Any 600-level Economics course (approved by Director)	3
Any 600-level Finance course (approved by Director)	3
Accounting electives (600 level)	15
Electives (600 level) ³	6
	<hr/>
	30

¹ Electives are chosen with the approval of the program director. Prerequisites must be met before taking 600-level courses.

² This course is considered the capstone in the program. ³ One elective must be outside of Accounting.

Course Offerings

Accounting

ACTG 627. Federal Taxation and Business Decisions. 3 credits.

Considers federal tax consequences across business entities, including sole proprietorships, partnerships, corporations electing "S" status and corporations. *Prerequisite: Master of Science student or permission of instructor.*

ACTG 640. Accounting Information Technology. 3 credits.

In-depth coverage of modern technology used in the accumulation, reporting and analysis of accounting data. This course covers modern computing hardware, telecommunications, networking and intermediate systems design concepts. Also provides an introduction to information security. *Prerequisite: Master of Science student or permission of instructor.*

ACTG 671/MBA 653. Business Law. 3 credits.

A study of the principles of the law of contracts, agency, sales, commercial paper and business organizations. This course emphasizes the effect of such laws on business operations.

ACTG 675. Accounting Theory. 3 credits.

Study of selected areas in accounting theory, practice, and methodology, requiring integration and synthesis of student's accounting knowledge. Because this is the capstone course, a grade of "B" or better is required for this course for successful completion of the MSA program. *Prerequisite: Master of Science student or permission of instructor.*

ACTG 676. Seminar in Cost Accounting. 3 credits.

This course teaches students to apply analytic reasoning and formal models to selected cost problems. *Prerequisite: Master of Science student or permission of instructor.*

ACTG 677. Advanced Assurance Theory and Practice. 3 credits.

Study of auditing and assurance topics from both a professional and research perspective. Students will have opportunities to develop various ideas and skills necessary to become leaders in the auditing and assurance services arena. Contemporary professional standards will be reviewed as well as the theories behind these standards. *Prerequisite: Master of Science student or permission of instructor.*

ACTG 678. Fund Accounting. 3 credits.

Study of the current theory and practice of budgeting, accounting, reporting and auditing of governmental and not-for-profit organizations. *Prerequisite: Master of Science student or permission of instructor.*

ACTG 680. Directed Readings. 3 credits.

Opportunity for directed readings in areas of special interest. *Prerequisites: Permission of instructor and Master of Science program director.*

ACTG 681. Directed Research. 3 credits.

Opportunity for directed research in areas of special interest. *Prerequisites: Permission of instructor and Master of Science program director.*

ACTG 691. Advanced Accounting Systems. 3 credits.

An applications-oriented course covering the analysis of integrated accounting information systems with special emphasis on identifying and evaluating system features and characteristics appropriate for various business settings. The course culminates in a special project requiring application of systems knowledge to solve a complex accounting case problem. *Prerequisite: Master of Science student or permission of instructor.*

ACTG 693. Applied Theory and Corporate Reporting. 3 credits.

Study and evaluation of selected areas of financial accounting theory and practice. This course emphasizes financial reporting and disclosure. *Prerequisite: Master of Science student or permission of instructor.*

ACTG 694. Business Practicum for Accountants. 3 credits.

Through the Graduate Accounting Internship Program, students engage in a supervised work experience in public accounting, industry, not-for-profit organizations or government. During this time students gain insight into the real world of business through their work in a variety of accounting functional areas prior to graduation. *Prerequisite: Permission of internship director.*

ACTG 695. Seminar in Accounting. 3 credits.

Study of selected areas in accounting theory, practice and methodology. *Prerequisite: Master of Science student or permission of instructor.*

ACTG 698. Comprehensive Continuance. 1 credit.

Continued preparation in anticipation of the comprehensive examination. Course may be repeated as needed.

ACTG 699. Thesis Continuance. 2 credits.

Continued study, research and writing in the area of thesis concentration. Course may be repeated as needed.

ACTG 700. Thesis. 6 credits.

This course is graded on a satisfactory/unsatisfactory (S/U) basis. *Prerequisite: Permission of Master of Science program director.*



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Adult Education/Human Resource Development

Dr. Diane Foucar-Szocki, Coordinator

Phone: (540) 568-6794/6486

E-mail: foucardl@jmu.edu

Professor

D. Foucar-Szocki

Associate Professor

O. Griffin

Assistant Professor

G. Wang

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Admission Criteria

Admission requirements to the Master of Science in Education program with a major in AHRD include submission of:

§ Official transcripts reflecting all post-secondary education, with a cumulative grade point average of 2.75 or higher

§ An official record of scores on the general test of the Graduate Record Examination (scores must be less than five years old) Send these documents along with the application for graduate admission and the nonrefundable, nontransferable application fee of \$55 to

College of Graduate and Professional Programs, MSC 6702

James Madison University

Harrisonburg, VA 22807

The following items are also required for admission:

§ A two to three page essay explaining why the applicant is pursuing a Masters in AHRD.

§ Two letters of recommendation from employers or educators who can attest to the applicant's potential for graduate-level course work

§ A copy of the applicant's current resume Send these documents to:

Graduate Assistant, Adult Education/Human Resource Development

School of Education, MSC 1908

James Madison University

Harrisonburg, VA 22807

The Master of Science in Education degree with a major in adult education/human resource development (AHRD) is designed for persons entering or advancing in positions associated with learning in education, business, industry, government, and other public and private sector organizations. The program is targeted to college graduates pursuing a career in the AHRD field, experienced AHRD professionals who want to expand their skills and enhance their career potential, and working managers and professionals in leadership roles where skills in developing and leading



people have become critical to their organization's success. A major strength of the program is that it allows individuals to tailor their programs to individual career needs and objectives.

Program Mission and Outcomes

The mission of the AHRD program is to prepare professionals to lead, design, implement and evaluate learning programs within education, business, industry, government, military, health care and other public and private sector organizations. In addition to delivering effective instruction, AHRD professionals design ways to improve human performance, facilitate change, and enhance creativity. By completing our program, graduates will be able:

1. To understand and apply systems theory, analytic systems, principles of adult development, learning theory, leadership theory and current trends.
2. To understand business, industry, educational and other organizational settings.
3. To identify, understand and build effective organizational relationships that support teaching, learning and continuous human performance improvement appropriate to the context.
4. To organize, manage and evaluate teaching, learning and continuous human performance improvement efforts.
5. To analyze, design, develop, implement and evaluate appropriate curriculum in appropriate modes (including distance, action, self-directed, transformative, informal learning, etc.) for individual, team, organizational, social learning and continuous human performance improvement.
6. To facilitate and lead team-based learning, planning, organizing and evaluating appropriate to the context.
7. To be aware of and apply appropriate technologies.
8. To recognize and respond responsibly to issues of diversity and ethics.
9. To demonstrate the ability to articulate and forecast the vision and role for teaching, learning and continuous human performance improvement appropriate to a/the context.
10. To interpret and conduct research.

Learners majoring in adult education/human resource development must follow several fundamental guidelines:

- § Consult major and concentration advisers for advice and approval regarding the program.
- § Plan to count no more than six credit hours of workshop credit in any degree program. To be accepted, workshop courses must be approved for credit in the program. The program will not accept workshop courses offered by departments outside the College of Education for elective credit.
- § Adhere to the College of Graduate and Professional Programs policy that at least half of the courses in any major of concentration be at the 600 level.
- § Secure the required approval of major and concentration advisers for any course credits to be transferred into a JMU degree program.

Degree Requirements

The major consists of a minimum of 36 credit hours of course work organized into four components: professional core, concentration area courses, research paper or thesis, and oral comprehensive examination.

	Credit Hours
Core courses	
AHRD 520. Foundations of Adult Education/Human Resource Development	3
AHRD 540. Leadership and Facilitation	3
AHRD 580. Learning in Adulthood	3
AHRD 590. Technology in AHRD	3
AHRD 600. Performance Analysis and Needs Assessment in Adult Education/Human Resource Development	3
AHRD 610. Instructional Design in Adult Education/Human Resource Development	3
AHRD 630. Research Methods and Inquiry in Adult Education/Human Resource Development	3

AHRD 640: Program Evaluation and Measurement in Adult Education/ Human Resource Development	3
Research Paper or Thesis (choose one of the following)	3-6
AHRD 680. Reading and Research	
AHRD 700. Thesis	
Concentration Courses (see offerings listed below)	6-9
	<hr/> 36

Core Courses

The core requirements consist of foundational courses that are the basis for the understanding of adult education/human resource development. These core courses encourage learners to investigate adult education/human resource development and to appreciate all facets of this dynamic field.

	Credit Hours
Minimum Requirements	
AHRD 520. Foundations of Adult Education/Human Resource Development	3
AHRD 540: Leadership and Facilitation	3
AHRD 580. Learning in Adulthood	3
AHRD 590: Technology in AHRD	3
AHRD 600. Performance Analysis and Needs Assessment in Adult Education/Human Resource Development	3
AHRD 610. Instructional Design in Adult Education/Human Resource Development	3
AHRD 630. Research Methods and Inquiry in Adult Education/ Human Resource Development	3
AHRD 640. Program Evaluation and Measurement in Adult Education/ Human Resource Development	3
	<hr/> 24

Concentration Courses

The purpose of the 6-9 hour concentration is to complement the learner's studies in Adult Education/ Human Resource Development and to support his/her professional goals. Concentration areas for Adult Education/Human Resource Development include the following defined areas of study: leadership and facilitation, instructional design, human resource management, and AHRD Program Evaluation and Measurement. Details for each defined concentration are listed below. A learner, in conjunction with his or her adviser, can also define a concentration in another area of study such as public administration, counseling psychology, secondary education or any content area that is complementary with the learner's professional objectives. Concentrations should be decided in conjunction with the learner's adviser.

Concentration in Leadership and Facilitation

This concentration is designed for learners who wish to combine leadership, facilitation and creativity with an approved Adult Education/Human Resource Development program.

Minimum Requirements – Select a minimum of six hours from the electives listed below.

- AHRD 501. Workshop in Adult Education/Human Resource Development
- AHRD 550. Human Resource Work Experience
- MBA 600. Organizational Behavior
- MGT 633. Leadership and Human Relations
- AHRD 560. Facilitating in Adult Education/Human Resource Development
- AHRD 620. Consulting in AHRD
- AHRD 660. Facilitating Experiential and Action Learning
- ADSU 632. Leadership for School – Community Relations
- AHRD 690. Special Studies in Adult Education/Human Resource Development

Concentration in Instructional Design

This concentration is designed to equip learners with skills to design and implement learning strategies using principles of adult learning and instructional design together with technology applications in Adult Education/Human Resource Development settings.

Minimum Requirements – Select a minimum of six hours from the electives listed below.

- AHRD 501. Workshop in Adult Education/Human Resource Development
- AHRD 550. Human Resource Work Experience
- AHRD 620. Consulting in AHRD
- AHRD 650. Instructional Design for E-Learning
- AHRD 690. Special Studies in Adult Education/Human Resource Development
- EDUC 540 Educational Technology

Concentration in Human Resource Management

This concentration is designed to acquaint learners with business and industry and practices related to the management of human resources.

Minimum Requirements – Select a minimum of six hours from the electives listed below.

- AHRD 501. Workshop in Adult Education/Human Resource Development
- AHRD 550. Human Resource Work Experience
- AHRD 620. Consulting in AHRD
- AHRD 635. Organization and Administration of Adult Education
Human Resource Development
- AHRD 690. Special Studies in Adult Education/Human Resource Development
- MBA 600. Organizational Behavior
- MBA 650. Managing Human Resources/Personnel Administration
- MBA 651. Labor Relations

Concentration in AHRD Program Evaluation and Measurement

This concentration is designed to provide learners with in-depth exposure to and practice of effective evaluation and measurement methods and practices related to various AHRD programs in organizations.

Minimum Requirements - Select a minimum of six hours from the electives listed below:

- AHRD 501. Workshop in Adult Education/Human Resource Development
- AHRD 550. Human Resource Work Experience
- AHRD 620. Consulting AHRD
- AHRD 690. Special Studies in Adult Education/Human Resource Development
- EDUC 630. Inquiry in Education
- PSYC 600. Introduction to Measurement and Statistics
- PSYC 605. Research and Inferential Statistics
- PSYC 606. Advanced Measurement Theory
- PSYC 608. Multivariate Statistical Methods in Psychology
- ISAT 620. Research Methods in a Multidisciplinary Environment

Concentration in Higher Education

For minimum requirements suggested in the higher education concentration, see the minor.

Oral Comprehensive Examination

During the final semester in which the learner is enrolled in this program, he/she will participate in an oral comprehensive examination to be conducted by the learner's advisory committee. This examination will cover course work and research paper or thesis. The Comprehensive Examination Committee consists of at least three full-time AHRD faculty members.

Minor in Higher Education

The minor in higher education is a nine-credit-hour program that is offered for learners majoring in an academic area and planning to enter college teaching at the undergraduate level. Learners pursuing the Master of Science in Education Degree (in Adult Education/Human Resource Development or Health Sciences) and learners pursuing Master of Arts degrees may enroll in the minor in higher education. The minor is designed to prepare learners who have experience and/or in-depth preparation in an academic area to provide instruction for undergraduate learners and adapt to other aspects of the undergraduate teaching environment in institutions of higher education.

Minimum Requirements	Credit Hours
AHRD 670. American Higher Education	3
AHRD 671. Teaching & Learning Processes in Higher Education	3
Elective (choose one)	3
EDUC 630. Inquiry in Education	

ADSD 642. Leadership for School-Community Relations
AHRD 635. Organization and Administration of Adult Education/Human
Resource Development
AHRD 673. The Community College
PSYC 669. Career Development
PSYC 645. Student Personnel Services
PSYC 646. The American College Student

Graduation

All requirements for the degree must be completed by the date the degree is conferred to receive a diploma dated the day of graduation. Applications for graduation should be completed early in the term in which the candidate plans to graduate. Candidates who will satisfy all degree requirements in the summer may participate in the Spring commencement ceremony if they have completed an Application for Graduation form signed by their adviser and program coordinator, and they must be preregistered for summer classes prior to the May commencement ceremony. It should be noted that applicants actually graduate and receive their degrees only when all requirements are satisfied. Candidates who do not satisfy all requirements for graduation will be notified of deficiencies and may reactivate their applications for a later graduation date.



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Art & Art History

Dr. Marilou Johnson, Interim Director

Dr. Susan Zurbrigg, Graduate Coordinator

For information, call (540) 568-6216

Web site: <http://www.jmu.edu/art>

Professors

K. Arthur, C. Diop, L. Halpern, B. Lewis, K. Szmagaj, C. Welter

Associate Professors

D. Ehrenpreis, K. Schwartz, W. Wightman

Assistant Professors

C. Curtis, M. Delancy, K. Monger, J. Ott, G. M. Rooker, G. Stewart, S. Warren, S. Zurbrigg

Instructor

S. Downs

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Application and Portfolio Deadlines

Fall Semester and Summer Session: February 15

Spring Semester: October 15

Portfolios for summer session and fall semester will be returned after April 15. Portfolios for spring semester will be returned after December 15.

Applications received after these dates, or applications which are incomplete as of these dates, may not receive full consideration.

Degrees and Concentrations

The School of Art and Art History offers the Master of Fine Arts degree in studio art and the Master of Arts in art history, art education or studio art. Students pursuing the Master of Education degree may minor in art.

Master of Fine Arts

Mission

The mission for the Master of Fine Arts Program is to challenge and support independently motivated artists in their intellectual, philosophical and artistic development. The graduate program encourages life long learning, career success and community involvement.

Goals and Objectives

§ To provide an environment allowing for further development of the candidate's creative endeavor.

§ To help the candidate to develop artistic skills to a level which will lead to successful performance in the world beyond the university.

§ To promote the candidate's ability to develop philosophical, aesthetic and conceptual modes of individual inquiry.

§ To develop a candidate's deepened knowledge in their chosen areas of artistic pursuit.



§ To develop candidates who demonstrate a professional studio competence as exemplified by the production of a significant body of work and supported by a written monograph.

Program Requirements

The Master of Fine Arts degree is considered the professional and terminal degree in studio art. The degree requires a minimum of 60 credit hours. In addition to the general admission requirements, the prospective graduate student in the Master of Fine Arts program must have an undergraduate degree with a minimum of 33 credit hours in studio art and nine credit hours in art history. The art history hours must include six hours surveying the history of Western art and three hours in upper-level art history.

Three letters of recommendation and a portfolio of the applicant's artwork must be submitted as an indication of preparation for graduate study. The portfolio may include actual examples, photographs or 35mm slides of the applicant's work. A selection of not less than 15 nor more than 20 examples should be presented. The applicant for the Master of Fine Arts program must have at least half of the artwork in the portfolio in the intended area of emphasis. This portfolio must be submitted to the School of Art and Art History for examination before action on an application for graduate admission takes place.

The Master of Fine Arts degree in studio art is awarded for a high level of professional competence. The student will select an emphasis in a studio area. Those now available are ceramics, metal and jewelry, painting and drawing, printmaking, photography and sculpture.

The minimum requirement for the Master of Fine Arts degree in studio art is 60 hours of graduate credit including 39 credit hours of studio art, 21 of which must be in the area of emphasis; 12 credit hours in art history, with a minimum of three in pre-20th century; and three credit hours in art criticism. Six credit hours of electives may be taken in or out of the field of art. A Master of Fine Arts candidacy review will be held after 18 credit hours have been completed to determine whether the student's growth and potential merit continuation in the Master of Fine Arts program. Each semester, graduate faculty will conduct group critiques of the students' work.

Near the end of the program of study, the Master of Fine Arts candidate must produce an exhibition of his/her personal graduate artwork, a slide portfolio of the exhibition (to be retained by the university) and a written statement clarifying the student's work, its development, and its cultural and historical references. An oral comprehensive examination, generally in conjunction with the exhibition and closely related to the written statement, will also be held.

Up to 30 hours of graduate credit from other accredited institutions may be accepted toward the *Master of Fine Arts* degree if a) the credits were earned within the last six years, b) the student received a grade of "B" or better, c) the transfer credit is from an institution offering a comparable degree and d) the student submits this request with the application to the College of Graduate and Professional Programs and the application is supported by slides, transcripts and artwork from the courses taken at other institutions. No more than nine hours of transfer credit will be accepted in the student's area of concentration.

Minimum Requirements	Hours
Studio (21-credit-hour minimum within a concentration)	39
Art history	12
Criticism	3
Electives (art or non-art)	6
	<hr/> 60

Master of Arts Degrees

The Master of Arts in art history, art education or studio art requires a minimum of 30 credit hours. In addition to the general admission requirements, each area of study has further requirements.

Master of Arts in Art History

Mission

The M.A. in art history is designed for those who wish to prepare for a doctoral program of study, or seek entry level positions in museums, galleries, arts organizations, art-related government agencies and businesses. It also provides advanced art historical study for Virginia teachers, or those who are intending to teach in public schools or other educational institutions.

Goals

- § To provide training in critical thinking and methodologies
- § To encourage in-depth study of a particular cultural/historical area
- § To provide students with research and writing skills for advanced graduate study

§ To promote general scholarly inquiry in art history and an appreciation of the interaction of culture and art

Program Requirements

The candidate must have an undergraduate degree with a minimum of 12 hours of art history, including the six hours of the survey of Western art. Three letters of recommendation and a research paper of the student’s choice must be submitted with the graduate application. The program includes 18 hours of art history, six hours of electives and six hours of internships or directed study. At least half of these credits must be in courses designated exclusively for graduate students. Students must also successfully complete a language exam demonstrating reading proficiency in either German or French. Students may petition to be examined in another language if it is directly relevant to their course of study.

Check with the department office for the availability of this program.

	Credit
Minimum Requirements	Hours
Art history	18
Internship or directed study	6
Electives	6
	30

Master of Arts in Art Education

Mission

The Master of Arts in Art Education at JMU is a graduate program for certified art educators dedicated to excellence in teaching and directing comprehensive art education programs in schools, museums, art organizations, or in the private sector. The program includes in-depth analysis of the methods and techniques for teaching studio art, art history, art criticism, and aesthetics. The program promotes graduates who are: 1) dedicated art education professionals; 2) articulate art education advocates; and 3) charismatic leaders who demonstrate art education as a vital component of general education.

Goals

- § To provide students with the structure, skills core concepts and methods of inquiry for teaching and directing comprehensive art education programs, including: aesthetics, art criticism, art history and studio production.
- § To provide students with opportunities to create and evaluate art instructional opportunities that is adapted to diverse learners.
- § To provide opportunities for students to demonstrate an extensive range of strategies for teaching and evaluating art instruction, including the use of technology.
- § To foster active inquiry, collaboration, and supportive interaction among students for developing thesis papers and projects.
- § To deepen a student’s knowledge in a specific area of art education scholarly interest.
- § To provide students with access to the latest research on how children learn and develop and how culture influences human development and creative artistic expression.
- § To provide students with access to the latest research on how children learn to understand, appreciate, create, and judge works of art.
- § To provide students with opportunities to apply research to art lessons that support intellectual, social, and personal development.

Program Requirements

The candidate must have an undergraduate degree with a minimum of 33 credit hours in studio art and nine credit hours in art history. The art history hours must include six hours surveying the history of Western art and three hours in upper-level art history. The candidate must have an art-teaching license and submit three letters of recommendation and a personal statement as an indication of preparation for graduate study.

The program of study includes nine hours in art education, six hours in art history, three hours in criticism, six hours in education and/or art education electives (Directed Study), and six hours of thesis.

Minimum Requirements	Credit Hours
Art Education	9
Art history	6
Criticism	3

Thesis	6
Education/Art Education Electives	6
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Master of Arts in Studio Art

Mission

The mission for the Master of Arts Program in Studio Art is to support artistic growth beyond the level of the baccalaureate. Although the goals for the M.A. reflect those of the M.F.A., the M.A. degree is viewed as an option for studio study, which doesn't result in a terminal degree in the visual arts.

Goals

- § To develop and improve artistic skills in two and three-dimensional art.
- § To promote the candidate's ability to develop ways of individual inquiry.

Program Requirements

Candidates must meet the same admission requirements as candidates for the Master of Fine Arts degree.

The program of study includes 15 hours of studio in the applicant's area of interest, six hours of art history, three hours of criticism and six hours of elective credit. Near the end of the program of study, the candidate must produce an exhibition of his/her graduate artwork, a slide portfolio of the exhibition (to be retained by the university) and a written statement clarifying the student's work, its development and its cultural and historical references. An oral comprehensive examination, generally in conjunction with the exhibition and closely related to the written statement, will also be held.

A program of study for the Master of Arts degree must be approved by the student's adviser and art school director before final acceptance. Up to nine hours of graduate transfer credit may be accepted toward the Master of Arts degree, and must meet the same criteria as those accepted for the Master of Fine Arts degree. No more than six hours of transfer credit will be accepted in the candidate's area of interest.

	Credit Hours
Minimum Requirements	
Studio	15
Art history	6
Criticism	3
Electives	6
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Minor in Art

Students planning a program leading to the Master of Education degree may minor in art with 12 credit hours of graduate credit in art, including ART 683, Criticism of Art. Applicants for a graduate minor in art must submit a portfolio of their work to the graduate faculty of the art school, meeting standards of quality appropriate to graduate study in art. Applicants should contact the appropriate area in the College of Education.

Art Education Courses

- ART 518. Contemporary Issues in Art Education
- ART 610. Studio Experiences in the Schools
- ART 682. Curriculum and Research

Art History and Criticism Courses

- ARTH 510. African Art: The Sahara and Northern Sahel
- ARTH 512. African Art: Sub-Saharan
- ARTH 516. Arts of Oceania
- ARTH 519. Topics in African Art
- ARTH 520. Ancient Art
- ARTH 524. Arts of Ancient Egypt
- ARTH 530. Far Eastern Art
- ARTH 540. Early Medieval Art
- ARTH 542. Art of Later Middle Ages
- ARTH 544. Gothic and Gothic Revival Architecture
- ARTH 546. Italian Renaissance Art

ARTH 548. Studies in Leonardo and Michelangelo
 ARTH 549. Topics in Renaissance Art
 ARTH 550. Baroque Art
 ARTH 552. Eighteenth Century Art
 ARTH 560. Nineteenth Century Art
 ARTH 569. Topics in Nineteenth Century Art
 ARTH 570. Modern Art from 1900-1945
 ARTH 572. Modern Art Since 1945
 ARTH 574. New Media and Contemporary Art
 ARTH 576. Modern Architecture
 ARTH 579. Topics in Modern Art
 ARTH 580. American Art to 1870
 ARTH 582. American Art from 1870
 ARTH 584. Art of the Americas
 ARTH 586. Monticello
 ARTH 589. Topics in American Art
 ART/ARTH 590. Topics in Art and Art History
 ART/ARTH 594. Introduction to Museum Work
 ARTH 620. Seminar in Non-Western Art
 ARTH 640. Seminar in Italian Renaissance Art
 ARTH 660. Seminar in Nineteenth Century Art
 ARTH 670. Modern and Contemporary Critical Theory
 ARTH 678. Seminar in American Art
 ART/ARTH 683. Criticism of Art

Studio Art Courses

ART 501. Workshops in Art
 ART 621. Weaving and Other Fiber Arts
 ART 622. Jewelry and Metalwork
 ART 625. Ceramics
 ART 635. Sculpture
 ART 653. Printmaking
 ART 655. Photography
 ART 660. Painting and Drawing

Directed Study Courses

ART/ARTH 595. Internship in Art or Art History
 ART/ARTH 680. Reading and Research
 ART/ARTH 698. Comprehensive Continuance
 ART/ARTH 700. Thesis

Course Offerings

Art and Art History

ART 501. Workshop in Art. 1-3 credits. (May be repeated to 6 credits.)

Workshops, accompanied by lecture and discussion periods, selected from such areas as painting, sculpture, printmaking, ceramics, art education, photography and crafts. In studio workshops, 30 contact hours will be required for each credit hour.

ARTH 510. African Art: North and East Africa. 3 credits.

An advanced survey of the arts and cultures of northern and eastern Africa. Coverage will include: prehistoric rock arts, ancient Egypt and Sudan, ancient North Africa, Greco-Roman Egypt and North Africa, Christian Egypt and northeastern Africa, and Islamic north and east Africa.

ARTH 512. African Art: West, Central, and Southern Africa. 3 credits.

An advanced survey of the arts and cultures of sub-Saharan Africa. The diverse, rich heritage of Africa's arts will be explored by focusing on the major style areas of west, central, and southern Africa.

ARTH 516. Arts of Oceania. 3 credits.

Advanced study of the visual arts and cultures of Oceania (the South Pacific). The major style areas of Polynesia, Melanesia and Micronesia will be explored.

ART 518. Contemporary Issues in Art Education. 3 credits.

An investigation of contemporary issues and trends in education and art education and their impact on our schools, including state mandates, arts education associations on the state and national

level, funding agencies and technology.

ARTH 519. Topics in African Art. 3 credits.

Advanced topics in African Art will deal with current thematic or methodological issues such as contemporary African arts and artists, arts of the African diaspora, a particular media (such as architecture or the textile arts), portraiture and identity, the royal arts of Africa, African film and performance, or gender in the arts of Africa. *Prerequisite: GARTH 205, GARTH 206, ARTH 210 or permission of the instructor.*

ARTH 520. Ancient Art. 3 credits.

An advanced study of major works selected from the Egyptian, Mesopotamian, Greek, Etruscan and Roman cultures that incorporates primary sources. Considers themes such as the development of sacred places, royal art and architecture and artistic conventions in early civilizations.

ARTH 524. Arts of Ancient Egypt. 3 credits.

An advanced study of the arts of Ancient Egypt (c. 3000 B.C. to c. 300 B.C.). This course will use primary sources to focus on the art and architecture of the Old and New Kingdoms and also examine the enduring fascination with this unique artistic heritage from the excavations of Napoleon to the present.

ARTH 530. Far Eastern Art. 3 credits.

An advanced survey of East Asian art from prehistoric times to 19th-century colonialism. Emphasis is placed on China and Japan, but India and Korea are also explored. Painting, sculpture, architecture, and pottery are studied in the context of such philosophies as Buddhism, Confucianism, Shinto, and Taoism. Exams, a research paper, and outside readings are required.

ARTH 540. Early Medieval Art. 3 credits.

Advanced study of Early Christian, Hiberno-Saxon and Byzantine art 300-1200. Examines painting, mosaics, manuscript illumination, and the development of church design in Italy and the Byzantine World. Uses primary sources to consider cross-fertilization of Pagan, Christian, Islamic and Barbarian arts in Western Europe in the Early Middle Ages.

ARTH 542. Art of the Later Middle Ages. 3 credits.

Advanced study of Western European arts and architecture in the later Middle Ages with concentration on Romanesque and Gothic styles (1000-1400). Examines church construction and allied arts around the millennium. In-depth analysis using primary sources of the development of Gothic architecture, sculpture and painting in France, Italy and England.

ARTH 544. Gothic and Gothic Revival Architecture. 3 credits.

Advanced survey of Gothic architecture in France, England and Italy 1150-1500 and its influence in England and America 1750-1910. Uses primary sources to examine the design of major cathedrals and regional European Gothic styles. Explores their influence upon Walpole, Pugin, Ruskin and other champions of Gothic Revival.

ARTH 546. Italian Renaissance Art. 3 credits.

Advanced study of the development of Italian Renaissance art and architecture 1300-1550. Uses primary sources and focuses on themes such as the revival of classical art, the influence of humanism and Neo-Platonism, the invention of perspective and the formation of the Early and High Renaissance styles.

ARTH 548. Studies in Leonardo and Michelangelo. 3 credits.

Advanced seminar examining the artworks of Leonardo da Vinci and Michelangelo Buonarroti. Discusses issues such as the artist's creative process, the development of the artist's style, the patron's role in the artwork, and inter-relationships between the artist's visual and literary works. Requires critical readings in primary sources.

ARTH 549. Topics in Renaissance Art. 3 credits.

Advanced topics in Renaissance art may include studies of major Italian or Northern Renaissance artists, the development of linear perspective, great monuments of fresco painting, the decoration of the Renaissance tomb chapel or early modern women artists. Requires critical readings in primary sources.

ARTH 550. Baroque Art. 3 credits.

Advanced study in European art and architecture of the 17th century. This course will focus on Baroque art and its cultural context in Italy, France, Britain and Holland. Emphasis on analysis of primary and secondary sources.

ARTH 552. Eighteenth-Century Art. 3 credits.

Advanced study of the major European artistic movements of the 18th century. This course will focus on the development of Rococo and Neoclassical styles in architecture, sculpture and painting. Emphasis is on analysis of primary and secondary sources.

ARTH 559. Topics in Seventeenth and Eighteenth Century Art. 3 credits.

Topics in Seventeenth and Eighteenth Century Art may include studies of particular artists such as Rembrandt, Caravaggio, or Watteau, studies of particular styles such as the Rococo, or thematic studies such as the history of garden design or the development of art theory. Emphasis is on analysis of primary and secondary sources.

ARTH 560. Nineteenth Century Art. 3 credits.

Advanced study of European art (1750-1900) concentrating on Neoclassicism, Romanticism, Realism, Impressionism and Symbolism. Major topics include nationalism, historicism and the advent of new modes of representation and will include a study of pertinent primary sources.

ARTH 569. Topics in Nineteenth Century Art. 3 credits.

Topics in Nineteenth Century Art may include studies of major artists, such as Caspar David Friedrich or Edouard Manet, specific artists groups like the Pre-Raphaelite brotherhood, or thematic issues such as the relationship between art and nationalism.

ARTH 570. Modern Art from 1900-1945. 3 credits.

Advanced study of principal trends in European and American art-painting, sculpture, photography, film, architecture- during the first decades of the century. Central themes include art and nationalism, modernity and industry/technology, impact of popular culture, and art theory and criticism.

ARTH 572. Modern Art Since 1945. 3 credits.

Advanced study of the many developments and trends in American and European art since 1945. This course will focus on such movements as abstract expressionism, pop, conceptual art, installation art, video, film and computer art with an understanding of the theoretical basis of those movements and the development of the art market during this period. Students will focus on significant primary reading in the field.

ARTH 574. The New Media and Contemporary Art. 3 credits.

Advanced graduate seminar that addresses impact of cultural politics and technology on how we make, evaluate and "speak" about art. Focus on variety of media including video, multi-media installations, conceptual art, computer generated imagery, virtual "reality," contemporary film, and digital photography. Students will engage in research with primary source materials.

ARTH 576. Modern Architecture. 3 credits.

Advanced study of architecture from 1851 to the present day. Uses primary sources to conduct thematic investigations that address regional, philosophical and technical developments in architectural space. Architects may include Labrouste, Berlage, Wagner and Richardson, through Wright, Mies, Le Corbusier, to the avant-garde Murcutt, Siza, Nouvel and Mockbee.

ARTH 579. Topics in Twentieth Century Art. 3 credits.

This advanced graduate seminar may include studies of modern and contemporary painters (i.e. Gerhard Richter), sculptors (i.e. Kiki Smith), performance and video artist (ie. Bill Viola), or thematic issues such as the relationships between art, technology, and gender/racial politics. Students are expected to do original research with primary sources.

ARTH 580. American Art to 1870. 3 credits.

Advanced study of American painting, sculpture, architecture and decorative arts from the Colonial period through 1870. Topics will include Colonial portraiture, art training, markets, and patronage, African American aesthetics, the definition of folk art, nationalism and landscape painting, and gender and representation. Course work centers on a substantial *research* paper based on primary source material. *Prerequisite: GARTH 206.*

ARTH 582. American Art from 1870. 3 credits.

Advanced study of American painting, sculpture, architecture and decorative arts from 1870-1945. Topics include the American Renaissance, art criticism, exhibitions, and museums, modernism and modernity, the Harlem Renaissance, and gender, sexuality, and representation. Course work centers are substantial research paper based on primary source material. *Prerequisite: ARTH 206.*

ARTH 584. Art of the Americas. 3 credits.

Advanced study of the art of indigenous peoples in the Americas (Meso, Central, South and/or North America) before European contact. This course will examine domestic and state architecture, painting, textiles, ceramics, metalwork, and earthworks within the context of geographic, state, religious, and social issues. It also addresses western stereotypes, museum display, repatriation, forgery, and the art market. Course work centers on a substantial research paper based on primary source material. *Prerequisite: GARTH 206.*

ARTH 586. Monticello. 3 credits.

The seminar first surveys the architecture, interior design, decorative arts, material culture, gardens, landscape architecture, and slave communities and culture of Thomas Jefferson's Monticello. It then examines how and why strategies for the site's preservation and interpretation change, including the problems and controversies presented by issues of race and slavery. Course work centers on a substantial research paper based on primary source material. Required field trips. *Prerequisite: Permission of the instructor.*

ARTH 589. Topics in American Art History. 3 credits.

Topics in American art may include studies of major artists such as Thomas Eakins, artistic and cultural movements such as the Harlem Renaissance, or thematic issues such as the history of museums, monuments and public art, gender and representation, or the visual culture of the American South. Course work centers on a substantial research paper based on primary source material. *Prerequisite: ARTH 206.*

ART/ARTH 590. Topics in Art and Art History. 3 credits.

Study of selected topics in art and art history. May be repeated when course content changes. See e-campus for current topics.

ART/ARTH 594. Introduction to Museum Work. 3 credits. (Cross-listed as HIST 594.)

A study of museology (museum philosophy) and museography (practices and techniques of museum work). The student will acquire the knowledge, basic skills, and resources necessary to identify an individual area of interest within the field and to pursue employment in the museum field.

ART/ARTH 595. Internship in Art or Art History. 1-8 credits.

Individual internship programs may be pursued in a variety of art-related areas which would parallel the education and career needs of each student. Each internship will be a full-time work/study program which will expose the student to the agency's organization and operation. *Prerequisite: ART 494 or 594 is a prerequisite for internships in museum and galleries.*

ARTH 620. Seminar in Non-Western Art. 3 credits.

A seminar addressing the representation of 'others' in scholarship and museum exhibition strategies. Issues of identity, of the construction of knowledge, of audience participation, and differing ways of seeing and knowing will be explored.

ARTH 640. Seminar in Italian Renaissance Art. 3 credits.

This course will focus on various topics in Italian art from 1300-1550, including interdisciplinary themes such as art in the Age of Dante or in-depth contextual studies of Italian Renaissance sculpture or painting.

ARTH 660. Seminar in Nineteenth Century Art. 3 credits.

This course will focus on various topics in Nineteenth century art from 1780-1900, including interdisciplinary themes such as Art in an age of Revolution, or in-depth contextual studies of specific movements such as Romanticism.

ARTH 670. Contemporary Visual Culture and Critical Theory. 3 credits.

This course will focus on the variety of critical methodologies used to analyze contemporary visual culture. We will, for example, investigate deconstruction, feminist criticism, semiotics, Foucault's structures of power, all within the context of contemporary European and American cultural politics.

ARTH 678. Seminar in American Art. 3 credits.

An intensive reading colloquium focused on selected topics, interpretations, historiography, or methods in American art scholarship from the Colonial period to 1945. Issues and readings will change each semester that the course is offered. *Prerequisite: ARTH 206 and permission of instructor.*

ART 610. Studio Experiences in the Schools. 3 credits.

A course designed for the art teacher to explore, investigate and produce artwork in media or approaches unfamiliar to the teacher. Emphasis will be placed on acquiring skills and knowledge

with respect to materials and processes of specific media, as well as their direct application to students in a school setting.

ART 621 A, B, C. Weaving and Other Fiber Arts. 3 credits each. (May be repeated or taken concurrently.)

Individual studio problems and research in fiber arts which may include tapestry, weaving, paper and surface design. Emphasis will be placed on creative development of techniques and individual expression. *Prerequisite: Nine hours undergraduate weaving or permission of instructor.*

ART 622 A, B, C. Jewelry and Metalwork. 3 credits each. (May be repeated or taken concurrently.)

Studio work in metal with an emphasis on individual artistic development, craftsmanship and metalworking techniques. *Prerequisite: Nine hours undergraduate metal and jewelry or permission of instructor.*

ART 625 A, B, C. Ceramics. 3 credits each. (May be repeated or taken concurrently.)

Studio projects in the techniques and processes of ceramic design, with emphasis on quality as evidenced by technical and formal consideration. *Prerequisite: Nine hours undergraduate ceramics or permission of instructor.*

ART 635 A, B, C. Sculpture. 3 credits each. (May be repeated or taken concurrently.)

Advanced sculptural projects with choices from a wide range of materials and techniques including welding, casting, carving, construction and others. Emphasis is on process development and personal creative growth. *Prerequisite: Nine hours undergraduate sculpture or permission of instructor.*

ART 653 A, B, C. Printmaking. 3 credits each. (May be repeated or taken concurrently.)

Independent research under faculty supervision which may include work in lithography, intaglio, screenprint, relief and related photographic processes. Emphasis will be placed on creative development and technical expertise. *Prerequisite: Nine hours undergraduate printmaking or permission of instructor.*

ART 655 A, B, C. Photography. 3 credits each. (May be repeated or taken concurrently.)

Individual projects in the photographic arts. A series of progressive problems will be selected by the student in consultation with the instructor. *Prerequisite: Nine hours undergraduate photography or permission of instructor.*

ART 660 A, B, C. Painting and Drawing. 3 credits each. (May be repeated or taken concurrently.)

Studio projects aimed toward the development of the individual's expressive means. The student may choose from a wide variety of media. *Prerequisite: Nine hours undergraduate drawing and painting or permission of instructor.*

ART/ARTH 680. Reading and Research. 1-3 credits.

Directed reading and research in art areas of special concern to the student. Usually the topics will deal with art history, art theory or philosophical aesthetics. *Prerequisites: Two graduate-level art history courses and the approval of the art history instructor who will direct the research, or permission of the director of the art school.*

ART 682. Curriculum and Research. 3 credits.

A review of curriculum development and research in art education. The class will include assignments, readings and discussions of practical applications by art teachers. Curriculum models and sample research proposals will be developed by the students.

ART/ARTH 683. Criticism of Art. 3 credits.

An overview of major art theories, both as philosophy and style analysis, for the purpose of investigating the functions and practice of art criticism.

ART/ARTH 698. Comprehensive Continuance. 1 credit.

Continued preparation in anticipation of the comprehensive examination. Course may be repeated as needed.

ART/ARTH 699. Thesis Continuance. 2 credits.

Continued study, research and writing in the area of thesis concentration. Course may be repeated as needed.

ART/ARTH 700. Thesis. 6 credits.

This course is graded on a satisfactory/unsatisfactory (S/U) basis.



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Assessment and Measurement Doctoral Program

Dr. Donna L. Sundre, Graduate Director

[Admission Requirements](#)

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Admission Requirements

- § Completion of an advanced degree (M.A./M.S. or Ed.S.) in psychology, education, statistics or a related field
- § General GRE scores (verbal, quantitative and analytic writing)
- § Statement of interest in the program and professional goals
- § Three letters of recommendation from professionals familiar with the applicant's academic work and relevant professional experiences
- § Transcripts from all undergraduate and graduate programs attended
- § A current professional vita or resume
- § Representative samples of professional work in evaluation or research
- § Personal interview
- § Previous graduate and postgraduate professional experience in assessment-related activities is recommended

Mission

The Doctor of Philosophy degree program is designed to meet the expanding accountability, quality assurance and outcome assessment needs of the 21st century. Graduates are prepared for employment as assessment, evaluation and measurement specialists in education, health care, business, government and other related settings. The program emphasizes real-world applications, and experiential research projects are integrated throughout the program.

Course work in the Ph.D. program covers a broad range of topical areas including the history of assessment and public policy, student development and learning, general measurement and statistics, performance assessment and generalizability theory, structural equation modeling, item response theory, instrument design, cognitive psychology, professional communication, and conflict management and resolution. Further, students have the opportunity to gain expertise with computer software for information retrieval from extensive relational databases, test development and item analysis/banking, Web development and testing, and statistical analyses.

Opportunities for involvement in computer-based testing will also be provided. Doctoral students are involved in ongoing applied institutional assessment projects at the Center for Assessment and Research Studies, and extensive training and experience is derived through practice and internship experiences in a variety of educational, human service and business contexts.

Students entering the doctoral program should demonstrate intermediate statistics and measurement competencies and have completed an empirically based research/evaluation project. Enrollment is limited, and class size is small. To facilitate professional growth and development, students receive continuous feedback throughout the program. As in the clinical, school and counseling program, students enrolled in the assessment and measurement concentration are required to take PSYC 606 and PSYC 608 in addition to completing practicum, internship and dissertation requirements.

Technical and Scientific Communication



Curriculum

The program outlined below is divided into foundation areas and specific required courses and research experiences. Students will complete course work and demonstrate competency in the foundation and required areas.

In addition, students completing the doctoral dissertation will be required to pay an additional fee for the electronic presentation of their research.

Foundations in Psychology Courses

Measurement Theory
Multivariate Statistics
Cognitive Psychology/Psychological Foundations in
Education
Social Psychology
Life Span/College Student Development

Required Courses	Credit Hours
PSYC 770. Assessment and Public Policy	3
PSYC 812. Assessment Methods and Instrument Design	3
PSYC 814. Performance Assessment and Generalizability Theory	3
PSYC 825. Doctoral Seminar (one credit for six semesters)	6
PSYC 830. Structural Equation Modeling	3
PSYC 832. Item Response Theory	3
PSYC 834. Computers and Testing	3
PSYC 855. Assessment Consultation and Practice	3
Electives	6
PSYC 772. Professional Communication in Psychology	3
Required Research Experiences	
PSYC 879. Doctoral Assessment Practicum	6
PSYC 891. Doctoral Assessment Internship	6
PSYC 900. Doctoral Dissertation	9
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Biology

Dr. Louise Temple, Department Head

Dr. Susan Halsell, Graduate Coordinator

For information, call (540) 568-6225

Web site: <http://www.jmu.edu/biology/biogrd.html>

Professors

R. Harris, I. Knight, M. Renfro, B. Wiggins, D. Wubah, G. Wyngaard

Associate Professors

S. Babcock, C. Cleland, J. Herrick, J. Kastendiek, S. Keffer, J. Monroe, K. Murphy, C. Rose, K. Slekcar

Assistant Professors

J. Clevinger, J. Daniel, M. Gabriele, S. Halsell, T. Hancock, C. Hurney, D. Jaynes, C. Lantz, C. McMullen, T. Rife, K. Simon, J. Wubah, R. Wunderlich

[Admission](#)

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Admission

Prospective graduate students for the Master of Science degree should have completed an undergraduate major consisting of a minimum of 20 credit hours in biology, including courses covering the areas of general botany, general zoology, cell biology, ecology and genetics. A student may be admitted with deficiencies in one or more of these areas but should be aware that the Graduate Advisory Committee may require the student to make up deficiencies with no credit toward the master's degree. The applicant should have completed a minimum of a year (two semesters) of general chemistry and one semester of organic chemistry. A course in general physics is strongly recommended, especially for those students interested in physiology.

Certain areas of study may require additional background in biochemistry, statistics, calculus or computer programming. Students are required to submit with their application the Graduate Record Examination General Test and Biology Subject Test scores, three letters of recommendation from individuals who know the student's scientific potential, and a statement of professional goals and interests.

Students typically matriculate only in the fall semester.

Application Deadline: February 15

Mission

The Department of Biology Masters of Science Program is committed to providing a strong and unique training plan for advanced students of the discipline that will prepare them superbly for their future career goals. The program takes advantage of the current strengths of the department: basic scientific research and excellent biology pedagogy. Students will develop their intellectual potential

Technical and Scientific Communication



by pursuing advanced course work in biology and pedagogy, by participating in mentored teaching experiences and preparing a teaching portfolio and/or by successfully completing a research thesis. The Biology Program offers two tracks in the pursuit of a Masters of Science: a thesis based track based on research and a non-thesis track for students whose primary focus is teaching. Both tracks require a minimum of 30 hours of graduate credit in biology.

Thesis/Research Track

The thesis/research track is for students who wish to continue the study of biology as a scholarly pursuit and who later continue work toward the Ph.D. or work for industry or government. The primary objective of the thesis/research track is to enrich the student's subject knowledge and give the student a rigorous experience in research and thesis-writing. Thesis track students can also acquire training and experience in teaching. Training in teaching is provided through courses, offered by the biology department, and the mentored teaching of biology laboratories. Thus, students in the thesis track not only gain research experience, they also can learn to be effective teachers and communicators.

Currently, the biology department has research strengths in the following areas.

- § Cell Biology and Genetics
- § Comparative and Functional Morphology
- § Developmental Biology
- § Ecology, Evolution, Behavior and Systematics
- § Environmental Microbiology
- § Neurobiology
- § Plant Biology

More information regarding faculty research can be found at the following Web site: <http://www.jmu.edu/biology/biofac.html>.

Thesis Track Requirements

Minimum Requirements ¹	Credit Hours
BIO 500. Effective Scientific Communication	2
BIO 700. Thesis	6
Electives ²	<u>22</u>
	30

¹ Students who wish to receive training and mentoring in teaching and who wish to teach biology laboratories are also required to take BIO 600, Effective Teaching I (2 credit) and BIO 601, Mentored Teaching (1 credit). ² Students must take a total of 15 hours credit hours of 600 and 700 level courses, including BIO 700.

Non-Thesis/Teaching Track

The non-thesis/teaching track is for students who wish to teach, particularly in two year community colleges. The program has two foci: subject training and teacher training. Currently, subject training is concentrated in areas much in demand by community colleges, i.e., Anatomy & Physiology, Microbiology, and General Biology. Students are trained in teaching through courses, all taught within the biology department, and through mentored teaching of laboratories and lectures. In addition, each student will prepare a professional teaching portfolio.

Track Requirements

Minimum Requirements	Credit Hours
BIO 500. Effective Scientific Communication	2
BIO 600. Effective Teaching I	2
BIO 601. Mentored Teaching	2
BIO 701. Effective Teaching III: Teaching Portfolio	3
Electives ¹	<u>21</u>
	30

¹ Students must take a total of 15 hours credit hours of 600 and 700 level courses, including BIO 600, 601 and 701.

All students electing to major or minor in biology must have their individual program of study approved by the student's Graduate Advisory Committee and the head of the department. Graduate

students planning a program of study leading to the Master of Education degree, offered by the College of Education, may minor in biology with 12 hours of graduate credit in biology if they satisfy the minimum entrance requirements for the Master of Science degree program in biology.

Up to nine hours of graduate credit from accredited institutions may be accepted toward the Master of Science degree, subject to the general regulations and procedures of the College of Graduate and Professional Programs regarding transfer credit.

Full-time biology graduate students are required to attend and participate in departmental seminars while in residence.

Course Offerings

For a student to enroll in any biology graduate course (except BIO 501), the department assumes the student meets minimal course requirements for entrance into the *Master of Science* degree program in biology. Permission of the instructor is required if this is not the case.

BIO 500. Effective Scientific Communication. 2 credits.

Students will develop skills in effective oral and written communications in the biological sciences. Emphasis will be placed on student learning styles, how to prepare an effective lecture or research seminar, effective use of presentation technologies, and effective scientific writing.

BIO 501. Workshops in Biology. 1-3 credits.

Concentrated study in particular areas of biology. No credit is allowed toward the *Master of Science* degree requirements and no more than one workshop may be applied toward a minor in biology.

BIO 504. Evolution. 3 credits.

Population change as brought about by mechanisms of organic evolution. Molecular biology is integrated with evolutionary biology and concepts of phylogenetic relationships resulting from the process of speciation are stressed. A seminar/research project is required. Credit may not be earned in both BIO 404 and BIO 504.

BIO 513. Human Gross Anatomy with Clinical Applications (4, 8). 6 credits.

An advanced study of human anatomy with cadaver dissection. Emphasis is given to a clinical perspective and the evolution and development of human structure within a comparative context. *Prerequisite: A rigorous undergraduate course in anatomy.* Credit may not be earned in both BIO 413 and BIO 513

BIO 516. Pathophysiology for Physician Assistants I. 4 credits.

An advanced clinically-oriented study of human physiology and the alterations in body functions that underlie diseases in humans. It serves as a foundation for courses in clinical medicine. *Prerequisite: Admission to the Physician Assistant concentration.*

BIO 517. Pathophysiology for Physician Assistants II. 2 credits.

An advanced clinically-oriented study of human physiology and the alterations in body functions that underlie diseases in humans. It serves as a foundation for courses in clinical medicine. *Prerequisite: Successful completion of all previous courses in the Physician Assistant concentration or permission of the program director.*

BIO 526. Graduate Topics in Biology. 3 - 4 credits.

Studies in special areas of biology. May be repeated with change in topic or change in subject matter within a topic.

BIO 542. Immunology. 3 credits.

A study of the fundamental concepts of immune responses, the properties of antigens and immunoglobins, immunological specificity, and the development and regulation of cellular and humoral immunity. *Prerequisite: A course in microbiology or cell biology or the equivalent.* Credit may not be earned in both BIO 442 and BIO 542.

BIO 544. Virology. 3 credits.

A lecture seminar course considering the fundamental principles of basic and medical virology and an analysis of the structure, chemistry and replication of representative RNA and DNA animal viruses at the molecular level. *Prerequisite: A course in microbiology or genetics or consent of the instructor.* Credit may not be earned in both BIO 444 and BIO 544.

BIO 550. Neurobiology (3, 3). 4 credits.

Molecular, cellular and network mechanisms underlying behavior will be studied using problem-solving, discussion, lecture and reading of primary literature. Similarities and differences between nervous systems and computers will be explored. Laboratories will utilize contemporary

electrophysiology and computer simulation to examine the neurobiology of simple animal model systems. Independent project required. Credit may not be earned in both BIO 450 and BIO 550.

BIO 551. Ecosystem Dynamics. 4 credits.

Structure and functional dynamics of ecosystems. Basic ecological units, which are comprised of communities interacting with their environment and are themselves components of landscape, are quantitatively examined. *Prerequisite: General Ecology.* Credit may not be earned in both BIO 451 and BIO 551.

BIO 552. Population Biology (2, 4). 4 credits.

Theoretical and applied aspects of distribution and abundance, population regulation, interactions between populations, and conservation will be studied in selected organisms, including humans. An independent research project will be required. Credit may not be earned in both BIO 452 and BIO 552.

BIO 553. Microbial Ecology (2, 4). 4 credits.

The ecology of microorganisms will be covered, emphasizing the study of microbial growth and activity in natural environments. An independent laboratory project is required. *Prerequisites: Introductory ecology and microbiology courses.* Credit may not be earned in both BIO 453 and BIO 553.

BIO 554. Biometrics. 3 credits.

The design of biological experiments and applications of statistical techniques in ecology, cell biology, physiology, behavior, systematics, genetics and evolution. A seminar/research project involving advanced applications is required. *Prerequisite: MATH 220 or equivalent.* Credit may not be earned in both BIO 454 and BIO 554.

BIO 555. Plant Physiology (3, 3). 4 credits.

The physiology of plant cells and organisms emphasizing biophysical and biochemical aspects of plant function including water relations, mineral nutrition, transport phenomena and metabolism. *Prerequisites: General Botany and Organic Chemistry.* Credit may not be earned in both BIO 455 and BIO 555.

BIO 559. Aquatic Ecology (2,4). 4 credits.

Functional relationships and productivity of freshwater communities are examined as they are affected by their physical, chemical and biotic environment. Organisms inhabiting lakes, ponds, rivers, streams and estuaries are studied at the population, community and ecosystem levels. Preparation of seminar topic papers required. Credit may not be earned in both BIO 459 and BIO 559.

BIO 560. Plant Cell and Tissue Culture (2,4). 4 credits.

Theory and practice of growing isolated plant cells, tissues and organs. Independent research project and class seminar expected. *Prerequisites: General Botany and Chemistry.* Credit may not be earned in both BIO 460 and BIO 560.

BIO 565. Plant Somatic Cell Genetics. 3 credits.

Examination of genetic changes at the cellular level and implications for plant trait modification. Literature review and class presentation expected. *Prerequisites: Cell Biology and Genetics.* Credit may not be earned in both BIO 465 and BIO 565.

BIO 580. Advanced Molecular Biology (2, 4). 4 credits.

Cellular constituents and cellular genetics are emphasized at the molecular level. An exhaustive literature review and research proposal is required. *Prerequisite or corequisite: CHEM 342 or equivalent, or permission of instructor.* Credit may not be earned in both BIO 480 and BIO 580.

BIO 582. Human Histology (3, 3). 4 credits.

This course presents the microscopic structure of cells, tissues and organs to explain normal physiological function and provides a basis for understanding disease mechanisms and altered cellular states. A special research project is required. *Prerequisite: BIO 270 or BIO 290, or equivalent.*

BIO 584. Comparative Endocrinology. 3 credits.

This course will study the hormonal regulation of physiological activity in different animals, from the cellular to the whole-organism level. Special emphasis will be paid to recent advances in cellular and molecular endocrinology as well as human endocrine disorders. A special research project is required. *Prerequisite: BIO 270 or BIO 370, or equivalent.*

BIO 586. Systematics of Vascular Plants (2, 4). 4 credits.

Study of systematic theory and an overview of the classification and evolution of higher plants, with particular attention to flowering plant families. Techniques for plant identification and collection and for construction of phylogenies will be taught in lab. An independent project and presentation will be required. *Prerequisites: general botany and cell biology or equivalents.* Credit may not be earned in both BIO 486 and BIO 586.

BIO 590. Biomechanics (3, 3). 4 credits.

A study of the interactions of organisms with their physical environment. Concepts from fluid and solid mechanics are applied to biological form and function. Independent research is required. *Prerequisite: BIO 220 or permission of the instructor.* Credit may not be earned in both BIO 490 and BIO 590.

BIO 595. Topics in Integrative Biology. 1-3 credits.

This course will examine the interrelationships of various biological topics with related scientific and mathematical disciplines that are not offered by the biology department. A seminar/research project involving advanced applications is required. Course may be repeated as topics change. *Prerequisite: Permission of the instructor.*

BIO 600. Effective Teaching I. 2 credits.

Students will explore effective teaching strategies in the biological sciences. Emphasis will be placed on how to prepare and teach laboratory and lecture courses, including effective instructional technologies and exam preparation. Discussions of teaching experiences and mentor and peer evaluations of the students' teaching skills will be included. *Corequisite: BIO 601.*

BIO 601. Mentored Teaching. 1 credit.

Students continue their exploration of effective teaching strategies in the biological sciences as they enter into their first teaching assignment in the department. Students will work under a faculty teaching mentor who will guide the students through their first teaching experience in the Biology Department. Emphasis will be placed on mentor and peer evaluations of the students' teaching skills. May be repeated for up to 2 credits for different teaching assignments. *Corequisite: BIO 600*

BIO 603. Scientific Presentations. 1 credit.

A forum for students to present their research and/or teaching materials to their peers and receive constructive feedback on their progress. Presentations may take the form of informal "chalk talks," journal club presentations and/or formal presentations. This course is graded on a satisfactory/unsatisfactory (S/U) basis. May be repeated for up to 2 credits.

BIO 615. Managing Anatomy and Physiology Laboratories. 2 credits.

This course will teach students how to manage an anatomy and physiology laboratory. Course topics will include: lab safety, course budgets, the acquisition of supplies, facility layout and design, cadaver maintenance, and the use and maintenance of equipment and inventory control.

BIO 630. Advanced Graduate Topics in Biology. 3-4 credits.

Studies in advanced special areas of biology. May be repeated with change in topic or change in subject matter within a topic.

BIO 660. Graduate Seminar. 1-3 credits.

Seminar in special areas of biology. May be repeated up to a total of 12 hours with change of subject.

BIO 670. Developmental Anatomy of Seed Plants. 4 credits.

A study of the origin, growth, differentiation and maturation of cells, tissues and organs and their interrelationships. Emphasis is placed on economically important structures of crop, ornamental and forest plants.

BIO 697. Biological Research. 1-6 credits.

Laboratory and/or field research will be conducted under the direction of the Graduate Advisory Committee. The course will emphasize the development of research techniques and data collection. Can be repeated for credit. This course is graded on the satisfactory/unsatisfactory (S/U) basis. Hours do not apply toward 30 hours required for graduation.

BIO 698. Comprehensive Continuance. 1 credit.

Continued preparation in anticipation of the comprehensive examination. Course may be repeated as needed.

BIO 699. Thesis Continuance. 2 credits.

Continued study, research and writing in the area of thesis concentration. Course may be repeated as needed.

BIO 700. Thesis. 6 credits.

Thesis research to be directed by the Graduate Advisory Committee. This course is graded on a satisfactory/unsatisfactory (S/U) basis. *Prerequisites: Unconditional admission status in the graduate program and completion of an approved thesis research proposal.*

BIO 701. Effective Teaching III: Teaching Portfolio. 3 credits.

Students will document their teaching background in preparation for the job application process.



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Business Administration

Dr. Kenneth D. Bahn, Graduate Director and Coordinator

For information, call (540) 568-3253

Web site: <http://www.jmu.edu/mba>

Accounting Program

Professors

C. Baril, A. Gabbin, N. Nichols, D. Riordan, M. Riordan

Associate Professor

D. Fordham

Assistant Professors

E. Cole, R. Richardson

Economics Program

Professors

E. Ahmed, R. Horn, W. Wood

Associate Professors

J. Doyle, R. Jerome, D. Kreutzer, S. Milliman

Finance and Business Law Program

Professors

J. Albert, F. Damanpour, A. Francfort, A. Hamilton, H. Hobson, S. B. Marshall, M. Usry

Information Technology and Management Science Program

Professors

S. Palocsay, F. Teer

Associate Professors

M. Busing, S. Kruck, I. Markham, H. Reif, S. Stevens, P. Wang

Management Program

Professors

P. DuBose, D. Gallagher, C. Pringle

Associate Professors

P. Bierly, P. Daly, M. White

Assistant Professors

B. Clemens, A. Manikar, E. Stark

Marketing Program

Professors

K. Bahn, C. Bolfig, R. Reid, K. Williamson

Associate Professors

I. Clarke, T. Flaherty

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Admission

The Master of Business Administration program is offered in Harrisonburg on the JMU campus. Admissions criteria and degree requirements for this program are the same for full and part-time students. Full-time students may expect to complete a degree in 12 months. Part-time students can expect to finish in 24 to 48 months.

The GMAT is required of all applicants. This instrument measures aptitudes important to the study of business and must be taken prior to admission. Applicants are required to have at least two years of post-baccalaureate work experience prior to pursuing an M.B.A. degree.

Applicants must complete the essay form included with the application materials and must submit a resume supported by two letters of recommendation elaborating on their work experience.

Mission

The M.B.A. Program within the College of Business at James Madison University emphasizes excellence and continuous improvement in graduate learning by stressing knowledge and technical, interpersonal and experiential skills in the development of managerial decision-making.

M.B.A. Program Outcomes Based Learning Objectives

When students complete the M.B.A. Program they should be able to:

- § critically evaluate theoretical and applied research across a broad range of business disciplines.
- § make ethical decisions.
- § think critically and apply sound business concepts to decision-making.
- § interpret statistical findings and choose the most appropriate quantitative methods for solving business problems.
- § function effectively as a team member and as a team leader.
- § make managerial decisions using the knowledge gained in advanced courses.
- § derive best case solutions to business problems by integrating material across business and related disciplines.
- § create, store, access, analyze and synthesize information from a technology-based perspective.
- § analyze financial statements to identify the strengths and weaknesses of company's operations and managerial and financial structure.

Faculty members from the College of Business support the Master of Business Administration program. The accounting, economics, finance and business law, information technology and management science, international business, management, and marketing programs in the College of Business support the Master of Business Administration degree program. The College of Business also offers other graduate courses designed to supplement and broaden knowledge in business and economics for master's degree candidates in other fields.

Master of Business Administration

JMU's Master of Business Administration program has been designed to provide students with the knowledge and skills necessary to succeed in today's rapidly changing global business environment. The curriculum emphasizes teamwork, critical analysis, managerial decision-making and leadership skills.

The program is primarily intended for working professionals holding full-time positions in the Shenandoah Valley of Virginia. All classes are offered during the evenings in Harrisonburg. The

Master of Business Administration program is fully accredited by the AACSB and received reaffirmation in the spring of 2002.

While applications are accepted all year, students may begin the program during the fall semester. To remain on schedule, it is recommended that students take four courses per calendar year. Classes meet one evening per week during fall and spring semesters and two evenings per week during each six-week summer session.

The university encourages applicants with degrees in all major fields of study from accredited institutions. No specific undergraduate courses are required; however, students with non business baccalaureates are required to complete the following 500 level foundation courses in the functional areas of business.

Non-business Baccalaureate Prerequisites	Credit Hours
MBA 501. Management & Organizational Behavior	3
MBA 502. Statistics & Management Science	3
MBA 503. Financial Accounting	3
MBA 504. Managerial Finance	3
MBA 505. Foundations of Economics	3
MBA 506. Legal Environment of Business	3
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Each of the six prerequisites is offered as a self-paced, seven-week, online course. Each course is offered three times per year. All prerequisite courses must be completed prior to beginning 600-level courses.

The core MBA program consists of 12 courses (36 credit hours) of advanced work at the graduate level. All candidates for the Master of Business Administration degree are required to take a common core of ten courses and two additional courses selected from electives in each of the functional areas.

For those admitted conditionally because of required prerequisites, the Master of Business Administration program has determined that the following time limit will apply for completing the required prerequisite courses: Three years from beginning the first course. The summer terms will be considered when determining this time limit.

All 600 level course work must be completed within six years of beginning the first 600 level course. Returning students are strongly encouraged to register for courses for the next semester during the pre-registration period. Courses with low enrollments tend to be cancelled.

Students must notify the M.B.A. program office upon completion of each prerequisite course and have official transcripts submitted to the College of Graduate and Professional Programs office directly from the institution where the course was completed.

Students are encouraged to begin with four sequenced courses: MBA 600, Organizational Behavior; MBA 610, Quantitative Methods for Management; MBA 620, Accounting for Decision Making & Control; and MBA 630, Financial Management. After completion of these four courses, students can then move through other required courses and electives. As an alternative, MBA 640, Management Information Systems and MBA 641, Economics, can be taken during the first year.

Required Courses	Credit Hours
MBA 600. Organizational Behavior	3
MBA 610. Quantitative Methods for Management	3
MBA 620. Accounting for Decision Making & Control	3
MBA 630. Financial Management	3
MBA 640. Managerial Information Systems	3
MBA 641. The Microeconomics of Business Decision Making	3
MBA 642. Operations Management	3
MBA 643. Advanced Topics & Cases in Financial Management	3
MBA 644. Foundations of Marketing Management	3
MBA 690. Strategic Management	3
Electives (two courses)	6
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Students with an undergraduate major in accounting or who have a CPA or CMA certification should take a graduate-level accounting elective instead of MBA 620, Accounting for Decision Making & Control. MBA 690, Strategic Management, is considered the capstone course in the M.B.A. program and replaces the comprehensive examination requirement. A grade of "B" or better must be attained to pass MBA 690. Because MBA 690 meets the formal assessment requirement for the College of Graduate and Professional Studies, it must be the last course taken.

Information Security Concentration

Fundamental business practices are changing rapidly because of new information technologies. The future of business depends upon the security and integrity of these technologies. The Master of Business Administration program offers a Master of Business Administration with a concentration in information security.

This program is designed to create a new decision-maker who understands the business implications of information security.

The information security concentration is offered in an online remote learning format. Each course is 8 weeks long. Each course meets once at the beginning for four hours and once at the end for four hours. Instruction for the eight weeks between face-to-face meetings is done on-line. Assignments, faculty interaction, group discussions and examinations are Web-delivered.

The Master of Business Administration with a concentration in information security courses and credit-hour requirements are listed here. Enrollment in 600-level courses offered by the College of Business is restricted to fully admitted graduate students. This program employs the cohort model.

Information Security Concentration Minimum Requirements	Credit Hours
MBA 600. Organizational Behavior	3
MBA 640. Management Information Systems	3
MBA 680. Introduction to Information Security	3
MBA 610. Quantitative Methods for Management	3
MBA 620. Accounting for Decision Making & Control	3
MBA 630. Financial Management	3
MBA 681. Managing System Networks	3
MBA 641. The Microeconomics of Business Decision-Making	3
MBA 642. Operations Management	3
MBA 643. Advanced Topics and Cases in Financial Management	3
MBA 644. Foundations of Marketing Management	3
MBA 682. Managerial Computer Forensics	3
MBA 685. Information Security Ethics and Policy	3
MBA 690. Strategic Management	3
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Health Services Administration Concentration

The Master of Business Administration program in conjunction with the Department of Health Sciences offers a Master of Business Administration with a concentration in health service. This program has evening classes to permit professionals currently working in the health field to further their education.

Applicants to this program should have experience in the health industry. An internship is required for those applicants who do not meet this experience requirement.

The Master of Business Administration with a concentration in health administration courses and credit-hour requirements are listed. Enrollment in 600-level courses offered by the College of Business is restricted to fully admitted graduate students.

Minimum Requirements	Credit Hours
MBA 600. Organizational Behavior	3
MBA 610. Quantitative Methods for Management	3

MBA 620. Accounting for Decision Making & Control	3
MBA 630. Financial Management	3
MBA 640. Management Information Systems	3
HTH 659. Health Care Environment	3
HTH 660. Health Economics	3
HTH 661. Financial Management of Health Services Organizations	3
HTH 669. Health Care Administration	3
MBA 642. Operations Management	3
MBA 644. Foundations of Marketing Management	3
MBA 690. Strategic Management	3
Elective (choose one of the following):	3
MBA 641. The Microeconomics of Business Decision-Making	
MBA 643. Advanced Topics & Cases in Financial Management	
MBA 650. Managing Human Resources	

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Course Offerings

Accounting

See the Accounting Web site (<http://www.jmu.edu/accounting/MSA.shtml>).

MBA 620. Accounting for Decision Making and Control. 3 credits.

Designed to present use of accounting in business decision making. Covers concepts and theories pertinent to the management function. *Prerequisite: One year of introductory accounting. Not available for graduate credit for Master of Science program studies.*

MBA 670. Directed Research. 1-3 credits.

Opportunity for directed research in areas of special interest. *Prerequisites: Permission of instructor and Master of Business Administration program director.*

Business Law

MBA 653. Business Law. 3 credits.

A study of the principles of the law of contracts, agency, sales, commercial paper and business organizations; emphasizes the effect of such laws on business operations.

MBA 676. Directed Research. 1-3 credits.

Opportunity for directed research in areas of special interest. *Prerequisites: Permission of instructor and Master of Business Administration program director.*

Economics

MBA 505. Foundations of Economics. 3 credits.

This course is designed to equip students with the fundamentals of economic analysis so they will be able to apply these principles to appropriate cases. The course is designed to develop a facility for using the tools of economics, including standard models of the micro and macro economies, and an appreciation for the conditions under which the various models can effectively be applied. The course also develops an appreciation for the limitations of the models and an understanding of the relationship among economics and other disciplines.

MBA 641. The Microeconomics of Business Decision-Making. 3 credits.

This course is designed to provide graduate business students with the basic analytical tools needed to understand the decisions made by profit-maximizing firms and the causal linkages between these decisions and market structures. The course uses case study approach to examine market demand, the costs and organization of production, and the structures of the markets in which firms operate.

MBA 660. International Finance. 3 credits.

Analysis of problems involving international business finance. Description of international payments system and financial institutions, and application of analytical techniques and procedures for financing investments and business activities abroad. *Prerequisite: MBA 630.*

MBA 662. Macro Economic Theory and Economic Policy. 3 credits.

A study of macroeconomic theory and policy as they relate to unemployment, inflation and the rate

of economic growth.

MBA 673. Directed Research. 1-3 credits.

Opportunity for directed research in areas of special interest. *Prerequisites: Permission of instructor and Master of Business Administration program director.*

Finance

MBA 630. Financial Management. 3 credits.

An in-depth examination of financial topics vital to the financial manager including financial and cash flow analysis, pro forma statement analysis, working capital, capital budgeting, valuation of financial assets, cost of capital, and risk analysis. The course emphasizes quantitative problem solving with extensive use of actual case situations. MBA 620 should be taken either at the same time or prior to MBA 630.

MBA 643. Advanced Topics and Cases in Financial Management. 3 credits.

An in-depth examination of financial topics including financial and market efficiency, obtaining funds using debt or equity, leasing, capital structure, dividend policy, warrants, options and other derivative securities, international finance, hedging risks, mergers and acquisitions, financial distress and firm valuation. The course makes extensive use of actual case situations. *Prerequisite: MBA 630.*

MBA 654. Investment Analysis. 3 credits.

Investment theory, development and application of analytical tools in the appraisal and selection of investments.

MBA 660. International Finance. 3 credits.

Analysis of problems involving international business finance. Description of international payments system and financial institutions, and application of analytical techniques and procedures for financing investments and business activities abroad. *Prerequisite: MBA 630.*

MBA 661. Financial Management of Real Estate Investments. 3 credits.

An in-depth examination of real estate investment and finance from an individual and institutional approach. Topics include: the investment calculus, risk analysis, cost of long- and short-term capital and construction, and development financing.

MBA 671. Directed Research. 1-3 credits.

Opportunity for directed research in areas of special interest. *Prerequisites: Permission of instructor and Master of Business Administration program director.*

International Business

MBA 663. International Business Development. 3 credits.

An in-depth study of a special topic or theme in international business and/or a collection of currently breaking opportunities in the global business environment. *Prerequisite: Permission of instructor.*

Information Technology and Management Science

MBA 610. Quantitative Methods for Management. 3 credits.

This course develops topics in management science, and then applies these tools to analyze and solve problems arising in business situations. Topics include forecasting, simulation, queuing theory, linear programming, integer programming, sensitivity analysis, and decision analysis. *Prerequisites: MBA 502 or the equivalent.*

MBA 640. Management Information Systems. 3 credits.

An overview of information systems theory and technology. Primary emphasis is on management's role in planning, designing, developing and using computer-based information systems in business organizations. Other topics include systems theory, computer technology, information systems for decision making and behavioral implications of management information systems.

MBA 642. Operations Management. 3 credits.

An introduction to the managerial and technical elements of operations management in service and manufacturing organizations. Topics covered include system design, resource planning and management, and quality management.

MBA 652. Technology Enhanced Decision Making. 3 credits.

This course provides an introduction to techniques for structuring and analyzing managerial decision

problems involving major uncertainties. Topics include decision tree and influence diagrams, probability assessment, risk analysis, risk attitudes and sensitivity analysis. Group decision making and groupware technologies will also be discussed. Emphasis is placed on the use of computer software for decision analysis.

MBA 658. Managing Innovation. 3 credits.

This course focuses on exploring the historical context of innovation, understanding the environment in which innovation thrives, identifying the issues which are central to establishing a climate in which innovation is rewarded, exploiting innovations in technologies and helping the firm gain a competitive advantage. *Prerequisite: MBA 652.*

MBA 672. Directed Research. 1-3 credits.

Opportunity for directed research in areas of special interest. *Prerequisites: Permission of instructor and Master of Business Administration program director.*

Management

MBA 600. Organizational Behavior. 3 credits.

Through the use of experimental exercises and case studies, the student will gain greater depth of knowledge in the study of organizational behavior, including leadership, management of conflict, change strategies, and group and individual behavior.

MBA 650. Managing Human Resources. 3 credits.

Emphasis is placed on selection interviewing, worker-managerial crisis interviewing, Equal Employment Opportunity Commission, placement procedures and assessing manager effectiveness.

MBA 664. Negotiations and Conflict Management. 3 credits.

This course focuses on the identification and development of effective negotiation skills that can be utilized in business and interpersonal relationships. Applications of bargaining principles are also discussed in the context of the resolution of disputes between both organizations and individuals.

MBA 690. Strategic Management. 3 credits.

The required capstone course for all graduate business students. Emphasizes corporate governance and complex, top management level strategic thinking and decision making. Integrates all the functional areas of business while emphasizing the external environment and ethical context of management. *Prerequisite: Must be the last course taken of the Master of Business Administration program.*

MBA 674. Directed Research. 1-3 credits.

Opportunity for directed research in areas of special interest. *Prerequisites: Permission of instructor and Master of Business Administration program director.*

Marketing

MBA 644. Foundations of Marketing Management. 3 credits.

The course focuses on marketing planning, strategy and policy. In addition, application of analytical tools to contemporary marketing problems is a central focus.

MBA 655. Market Research for Decision-Making. 3 credits.

The course provides MBA students with the tools to evaluate primary market research. Students will study the market research process including: defining the problem, conceptualization, research design, sources of data, questionnaire development, sampling, data collection methods, univariate and multivariate statistical analyses, and the development of a management oriented report. Students will apply the components of the market research process and conduct their own research project.

MBA 656. Relationship Marketing. 3 credits.

Course focuses on the fundamentals of targeting, modeling, and segmentation to build customer relationships. Students will learn theory and economics of database-driven direct marketing, sources of data and database software, and technology behind database marketing.

MBA 665. Internet Marketing. 3 credits.

Studies the culture and demographics of the Internet, online business strategies, and the hardware and software tools necessary for online marketing practice. Students learn to identify relevant target segments, develop product opportunities, pricing structures, and distribution channels over the Internet, and execute marketing strategy in computer mediated environments.

MBA 675. Directed Research. 1-3 credits.

Opportunity for directed research in areas of special interest. *Prerequisites: Permission of instructor and Master of Business Administration program director.*

Information Security Concentration**MBA 680. Introduction to Information Security.** 3 credits.

Overview of Information Security exploring basic concepts and developing knowledge and skills of protecting valuable information assets and systems.

MBA 681. Managing System Networks. 3 credits.

Development of understanding and skills for managing effective security in enterprises that depend upon information infrastructures and engage in e-commerce.

MBA 682. Managerial Computer Forensics. 3 credits.

To educate current and future managers in the roles, responsibilities, nature, structure, content, parties, networks, tools and processes involved in computer (digital) forensics.

MBA 685. Information Security Ethics and Policy. 3 credits.

Overview of business law concentrating on legal issues critical to enterprises operating information infrastructures and engaging in electronic commerce.

Online 500-Level Prerequisites**MBA 501. Management and Organizational Behavior.** 3 credits.

This course is designed to meet the entry level MBA requirements in Organizational Behavior and in Management. Course content is drawn from both of these fields, including the structure of organizations, leadership, motivation, organization, culture, and work in groups.

MBA 502. Statistics and Management Science. 3 credits.

This course provides MBA students with a foundation in the central ideas and tools of statistical and quantitative analysis. It is intended as a prerequisite for MBA 690 (currently IDS 695: Quantitative Methods for Management). Topics include measures of central tendency and dispersion, point and interval estimates, hypothesis testing, linear regression, mathematical modeling and basic probability. MBA 502 is offered as a self-paced, online course and is accessible via an Internet browser such as Internet Explorer. *Prerequisites: Math 205 (Business Calculus) or the equivalent.*

MBA 503. Financial Accounting. 3 credits.

The role of financial data in contemporary society; the problems of measuring and reporting income, assets, liabilities and equities; interpretation of financial statements.

MBA 504. Managerial Finance. 3 credits.

Study of theoretical concepts and analytical techniques to aid management decision-making. Topics include: financial statement analysis and forecasting, time value of money concepts, working capital management, and capital budgeting.

MBA 505. Foundation of Economics. 3 credits.

Economics 505 is designed to equip the student with the fundamentals of economic analysis, so that he or she will be able to apply these principles to appropriate cases. The course is designed to develop a facility of using the tools of economic analysis, including standard models of the micro and macro economies, and an appreciation for the conditions under which the various models can effectively be applied. The course also develops an appreciation for the limitations of the models, and an understanding of the relationship between economics and other disciplines.

MBA 506. Legal Environment of Business. 3 credits.

An introduction to the American legal system, the public law regulating business and the private law of business relationships. The law is examined as an evolving process in which current rules have developed and new rules will evolve in the ethical and moral context of American society.

MBA Courses**Prerequisite Courses**

MBA 501. Management & Organizational Behavior

MBA 502. Statistics and Management Science

MBA 503. Financial Accounting

MBA 504. Managerial Finance
MBA 505. Foundation of Economics
MBA 506. Legal Environment of Business

Required

MBA 600. Organizational Behavior
MBA 610. Quantitative Methods For Management
MBA 620. Accounting For Decision Making & Control
MBA 630. Financial Management
MBA 640. Management Information Systems
MBA 641. The Microeconomics of Business Decision-Making
MBA 642. Operations Management
MBA 643. Advanced Topics & Cases in Financial Management
MBA 644. Foundations of Marketing Management
MBA 690. Strategic Management

Electives

MBA 650. Managing Human Resources
MBA 652. Technology-Enhanced Decision-Making
MBA 653. Business Law
MBA 654. Investment Analysis
MBA 655. Marketing Research For Decision Making
MBA 656. Relationship Marketing
MBA 658. Managing Technology Innovation
MBA 659. Financial Markets
MBA 660. International Finance
MBA 661. Financial Management of Real Estate Investments
MBA 662. Macro Economic Theory and Economic Policy
MBA 663. International Business Development
MBA 664. Negotiations and Conflict Management
MBA 665. Internet Marketing
MBA 670. Directed Research-Accounting
MBA 671. Directed Research-Finance
MBA 672. Directed Research-CIS/OM
MBA 673. Directed Research-Economics
MBA 674. Directed Research-Management
MBA 675. Directed Research-Marketing
MBA 676. Directed Research-Business Law



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CGOP Main Page**2004-2005 Graduate Catalog Home****General Information**[- Admission](#)[- Admission Chart](#)[- General Regulations](#)[- Fees and Expenses](#)[- Financial Assistance](#)[- University Services](#)[- JMU Libraries](#)[- Center for Assessment and Research](#)**Accounting****Adult Education/Human Resource Development****Art & Art History****Assessment and Measurement Doctoral Program****Biology****Business Administration****Combined-Integrated Doctoral Program****Communication Sciences & Disorders****Computer Science****Education****English****Health Sciences****History****Integrated Science and Technology****Kinesiology and Recreation Studies****Music****Nursing****Occupational Therapy****Center for Assessment and Research***Dr. Donna L. Sundre, Executive Director*

MSC 6806, JMU, Harrisonburg, VA 22807

Phone: (540) 568-6706

Web site: <http://www.jmu.edu/assessment>**Center for Assessment and Research Studies Faculty**

Dr. Dennison Bhola, faculty

Dr. Christine DeMars, faculty

Dr. T. Dary Erwin, Associate Vice President

Dr. Sara Finney, faculty

Dr. J. Patrick Meyer, faculty

Dr. Dena Pastor, faculty

Dr. Donna Sundre, Executive Director

Dr. Steve Wise, faculty

Dr. Vicki Wise, faculty

Mr. David Yang, computer programmer

Mission

The Center for Assessment and Research Studies seeks to become a nationally recognized standard of excellence for assessment programs in higher education through its doctorate in assessment and measurement, through practitioner work on campus, through professional organizations, and through writing in national publications. As part of this national model, the Center will design sophisticated and innovative assessment instruments that meet the needs of higher education communities. Moreover, Center faculty will produce graduates from assessment and measurement programs who will assume national leadership positions in higher education accountability. Both Center faculty and students will contribute to the scholarship of assessment through publishing research and performing service. In addition, Center faculty will assist faculty, student affairs staff, and administrative staff in the process of their assessment of learning and development outcomes.

Originating in 1986, The Center for Assessment and Research Studies (CARS) at James Madison University is one of the largest campus-based agencies devoted to outcome assessment in the United States. Ten faculty and three staff perform a variety of assessment activities in general education, the major, and student affairs. In conjunction with JMU's Office of Information Technology, the Assessment Center operates a computer-based testing lab where a variety of computer-based tests are administered on an ongoing basis to students. CARS also administers a Ph.D. program in assessment and measurement established in 1998 designed to meet the expanding accountability, quality assurance, and outcome assessment needs of education, government, and industry.

Physican Assistant

**Psychology Graduate
Programs**

Public Administration

Public Health

Special Education

**Technical and Scientific
Communication**



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Combined-Integrated Doctoral Program in Clinical, Counseling, and School Psychology

Dr. Craig N. Shealy, Graduate Director

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Admission Requirements

Admission to the combined doctoral program requires that applicants:

§ have completed an advanced degree (M.A./M.S. or Ed.S.) in clinical, school, or counseling psychology, or related field;

§ provide general GRE scores (verbal, quantitative and analytic) and advanced Psychology GRE scores (previous GRE scores may be accepted);

§ submit a typed statement of professional goals;

§ submit three letters of recommendation from professionals familiar with their academic work and any relevant professional experiences;

§ submit transcripts from all undergraduate and graduate programs attended;

§ submit representative work samples of current skills (e.g., test reports, counseling summaries, etc.).

Five to seven full-time students are admitted each year. Priority will be given to application materials received by February 1 in anticipation of fall admission. Group and individual interviews with both faculty and current students to assess abilities, characteristics and readiness for the program are scheduled in February and March. All applicants are notified of admission decisions no later than March 15. Students offered admission are expected to reply no later than April 1.

Mission

The mission of the JMU Combined-Integrated (C-I) Doctoral Program in Clinical, Counseling, and School Psychology is to provide a broad preparation in psychology, integrating practice and science in order to expand, strengthen and deepen the training of advanced mental health professionals. The specific focus of the program is the development of those competencies that will prepare graduates to serve as leaders and advocates in the delivery of mental health services. These services are directed primarily to the development of human potential in children and families. An important element in the mission of the Combined-Integrated Doctoral Program at JMU is to train doctoral students to be responsive to the needs of children and families within the context of a diverse society.

The rationale for the JMU C-I Doctoral Program is based on the conviction that the mental health needs of children and families are underserved, particularly in rural areas. These needs are best met by an integrated curriculum composed of selected principles from the specialty areas of child-clinical, counseling, and school psychology (Culbertson, 1993; Minke & Brown, 1996). This preparation addresses the skills and abilities needed by psychologists to meet the mental health needs of children and families, keeping in mind the various ecological contexts in which such psychologists will interact. The rationale for the program is supported by needs expressed in extensive surveys of mental health professionals conducted in 1985 and 1992 in preparation for the

Technical and Scientific Communication



C-I Doctoral Program. Both surveys indicated substantial need and the desire to have a C-I Doctoral Program that focused on the mental health needs of children and families.

The C-I doctoral program in clinical, counseling, and school psychology is an innovative, applied psychology program that leads to the awarding of the Doctorate of Psychology degree and eligibility for licensure as a clinical psychologist. The doctoral program is fully accredited by the American Psychological Association. It is specifically designed for students possessing advanced graduate degrees and professional experience in applied mental health fields such as child-clinical, school, or counseling psychology.

The doctoral program functions on a calendar-year schedule. Students begin in the fall semester and continue throughout the year, including summer semesters. Depending upon their background, students complete the course work portion of the program in either two or three years. Students must also complete a year-long internship and a doctoral dissertation. Internships must be approved by the American Psychological Association or meet the standards set forth by APA.

A limited number of full-time students are admitted each year. All students receive a full-time teaching or graduate assistantship that includes tuition.

The Combined Doctoral Program exhibits strong commitment to diversity in the following ways:

- § a required course specific to multicultural issues
- § multicultural/gender issues covered in course work throughout the curriculum
- § practical experiences with clients from a variety of cultures and backgrounds

Curriculum

An individualized doctoral plan of study is developed for each student consisting of courses in required psychological foundations as well as courses and field experiences in the doctoral core curriculum. Academic progress is monitored throughout the program and feedback is provided to each student periodically.

Previous graduate course work may be accepted to meet required psychological foundations courses. A minimum of 59 credit hours of doctoral core courses, however, must be taken at JMU.

All students must complete a 12-month internship and a scholarly dissertation. Internships must be approved by the American Psychological Association or meet the standards set forth by APA.

In addition, students completing the doctoral dissertation will be required to pay an additional fee (approximately \$55.00) for the electronic presentation of their research.

Required Psychological Foundations

Students must complete graduate course work and demonstrate competency in the following foundation areas.

Psychological Measurement

- Psychoeducational Assessment
- Personality Assessment with Children and Adolescents
- Individual Intelligence/Cognitive Assessment

Psychological Interventions

- Individual and Group Counseling Techniques
- Couple and Family Counseling
- Consultation Theory and Application
- Psychotherapy with Children and Adolescents
- Cognitive Behavioral Interventions

Biological Aspects of Behavior

- Physiological Psychology and Psychopharmacology
- Introduction to Child and Adolescent Neuropsychology

Cognitive and Affective Aspects of Behavior

- Learning and Cognition
- Personality Theories

Social Aspects of Behavior

- Ethnic Diversity and Sociocultural Issues
- Life Span Development
- Developmental Psychopathology

Research Methodology and Data Analysis

Inferential Statistics/Research Methodology

Applied Research Methods

History and Systems of Psychology

History of Psychology

Doctoral Core Curriculum

Minimum Requirements	Credit Hours
PSYC 668. Couple and Family Systems	3
PSYC 695. Practicum in College Teaching	3
PSYC 825. Doctoral Seminar in Professional Psychology	8
PSYC 826. Advanced Seminar in Developmental Psychopathology	3
PSYC 852. Advanced Consultation and Supervision	3
PSYC 864. Advanced Individual Psychotherapy	3
PSYC 877. Advanced Seminar in Child and Family Assessment	3
PSYC 878. Doctoral Practicum in Child and Family Psychological Services	15
PSYC 881. Issues and Techniques in Research and Evaluation	6
PSYC 890. Doctoral Internship in Child and Family Psychological Services (12 months)	6
PSYC 900. Doctoral Dissertation	6
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Communication Sciences & Disorders

Dr. Vicki A. Reed, Department Head

Dr. Charles Runyan, Graduate Coordinator

For information, call (540) 568-6440

Web site: <http://www.csd.jmu.edu/>

Professors

V. Reed, C. Runyan, R. Ruth, B. Ryals, B. Seal

Associate Professors

R. DePaolis, D. Halling, J. Marler, C. O'Donoghue, S.E. Runyan, J. Spindel, C. Watts

Adjunct Professors

J. Hollis, J. Rassi, D. Schwalbach

Adjunct Instructor

S. Ingram

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[Mission](#)

[Speech-Language-Hearing Applied Laboratory](#)

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Admission

To be considered for unconditional admission into any of the graduate programs, a prospective student must have a 3.25 grade point average in the undergraduate major, successfully completed the undergraduate prerequisite courses, completed the Graduate Record Examination and submitted letters of recommendation (three letters for the Ph.D.; two for the masters degree). Applicants for the Ph.D. program must also submit a letter of intent and schedule a personal interview.

Applications may be submitted at any time. However, for full consideration, it is recommended that all materials be received by February 1 for fall semester admission. After that time, applications will be reviewed in accordance with slots that may be available. Using the submitted material, the department admissions committee will rank eligible candidates for a limited number of admissions. Students who have not met the undergraduate prerequisite course work may apply to these graduate programs as a provisional student. Once the prerequisite course work has been completed at a satisfactory level, the student is shifted from provisional to either conditional or unconditional status.

The Department of Communication Sciences and Disorders offers graduate degrees in speech-language pathology and audiology. The department offers the degree of Doctor of Philosophy in either speech-language pathology or audiology, which prepares students for research and academic careers. In addition, the department offers a Doctor of Philosophy in clinical audiology and the Master of Science degree in speech-language pathology, both of which are designed to prepare students for clinical practice.



Mission

The Department of Communication Sciences and Disorders (CSD) is committed to providing comprehensive, state of the art undergraduate pre-professional course work and observation, plus graduate level course work and practicum experiences for those interested in entering professional practice in either speech-language pathology or audiology. The department is also committed to advancing the state of knowledge in both basic and applied aspects of communication sciences and disorders through faculty and student activities, and to providing service to professional and client communities at the local, state, national and international levels. The missions of the Graduate Degree programs in Speech-Language Pathology and Audiology are:

- § To prepare individuals for clinical certification/licensure in either speech-language pathology or audiology; and
- § To prepare individuals for teaching and research careers, as well as leadership positions in service delivery settings focused on speech-language pathology or audiology.

The audiology and speech language pathology clinical training programs in the Department of Communication Sciences and Disorders are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.

Speech-Language-Hearing Applied Laboratory

The JMU Applied Laboratory, operated by the Department of Communication Sciences and Disorders, provides evaluation and clinical instruction services for individuals with speech, language and hearing problems. The priority for services offered through this clinical teaching laboratory is determined by the needs of practica students. Appointments for a consultation or evaluation may be made by any member of the university community or the general public. Professional services are provided by certified speech-language pathologists and audiologists and by supervised practica students.

Doctor of Philosophy in Clinical Audiology

This graduate audiology program is a four-year post-baccalaureate program of study that culminates in eligibility for certification in audiology granted by the American-Speech-Language-Hearing Association and for licensure in audiology as awarded by the Virginia Board of Audiology and Speech Pathology. Students admitted to this program are matriculated into a focused curriculum developed to prepare doctoral-level practitioners.

No students will be allowed to matriculate with the intention of earning a master's as the terminal degree, though the master's degree will still be available should it be determined that such a degree may need to be employed for selected students.

Required Courses	Credit Hours
CSD 511. Instrumentation in Audiology	3
CSD 512. Anatomy and Physiology of the Auditory and Vestibular Systems	3
CSD 513. Anatomy and Physiology of the Central Auditory Pathway	2
CSD 514. Audiologic Assessment I	3
CSD 515. Human Communication and Aural Rehabilitation	3
CSD 523. Psychoacoustics	3
CSD 531. Industrial Audiology	2
CSD 532. Counseling in Audiology	2
CSD 533. Business Applications	3
CSD 600. Research in Audiology	3
CSD 611. Neurophysiologic Measures I	5
CSD 612. Hearing Aids I	4
CSD 621. Neurophysiologic Measures II	5
CSD 622. Advanced Hearing Aids	4
CSD 631. Neurophysiologic Measures III	3
CSD 633. Auditory Pathophysiology	3
CSD 711. Pediatric Audiology	3
CSD 721. Hearing Aids & Signal Processing	3
CSD 731. Medical Audiology	3
CSD 920. Dissertation	6-12

Seminars

CSD 510. Seminar in Audiology	2
CSD 525. Seminar in Audiology	2
CSD 610. Seminar in Audiology	2
CSD 620. Seminar in Audiology	2
CSD 710. Seminar in Audiology	2
CSD 720. Seminar in Audiology	2
CSD 810. Professional Seminar in Audiology	2
CSD 820. Professional Seminar in Audiology	2

Clinical Practicum

CSD 519. Audiology Internship	2
CSD 539. Audiology Internship	2
CSD 619. Audiology Internship	2
CSD 629. Audiology Internship	2
CSD 639. Audiology Externship	3
CSD 719. Audiology Externship	3
CSD 729. Audiology Externship	3
CSD 819. Audiology Residency	1-6
CSD 829. Audiology Residency	1-6
CSD 839. Audiology Residency	1-6
PSYC 605. Research and Inferential Statistics	3

Total Hours	101-116
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Master of Science in Speech- Language Pathology

The masters degree program in speech-language pathology is designed to provide a broad spectrum of academic and practicum experiences necessary for the education of specialists who deal with disorders of human communication and swallowing.

Clinical practical experiences are available in a wide range of professional settings including the JMU Applied Laboratory, various hospital and rehabilitation programs, and the public schools. The academic and clinical components of the program are consistent with the requirements for certification in speech-language pathology of the American Speech-Language-Hearing Association and for health and education licensures in speech-language pathology by the state of Virginia. Applicants should have completed prerequisite undergraduate course work in speech pathology and/or related areas of study. Students may be admitted with deficiencies but should be aware that appropriate undergraduate prerequisites must be completed.

Required Courses	Credit Hours
CSD 500. Introduction to Research in Communication Sciences and Disorders	2
CSD 522. Communication Disorders of the Traumatically Brain Injured	2
CSD 528. Autism	1
CSD 529. Augmentative Communication	1
CSD 530. Early Intervention	1
CSD 544. Evaluation and Treatment of Swallowing Disorders	2
CSD 560. Neuromotor Speech Disorders	2
CSD 604. Neuroanatomy and Neurophysiology of Speech and Language	3
CSD 605. Physiological and Acoustical Phonetics	3
CSD 623. Advanced Study of Phonological Disorders	2
CSD 625. Pediatric Dysphagia	1
CSD 632. Processes and Disorders of Speech Fluency	3
CSD 640. Advanced Children's Language Disorders	4
CSD 641. Language Disorders in Adults	3
CSD 651. Disorders of Speech Resonance	1
CSD 656. Voice Disorders	3
Clinical Practicum₁	10
CSD 581. Intern Speech Practicum	2
CSD 582. Intern Speech Practicum	2

CSD 583. Intern Speech Practicum	2
CSD 584. Intern Speech Practicum	2
CSD 585. Intern Speech Practicum	2
CSD 586. Intern Speech Practicum	2
CSD 681. Hearing for SLP	1
CSD 682. Extern Speech Practicum	1
CSD 683. Extern Speech Practicum	1
CSD 684. Extern Speech Practicum	1
CSD 685. Extern Speech Practicum	1
CSD 686. Extern Speech Practicum	1
CSD 687. Extern Speech Practicum	1
CSD 688. Extern Speech Practicum	1
Electives	
CSD 520. Advanced Sign Language	3
CSD 680. Reading and Research	1 - 3
CSD 700. Thesis	6
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1 For teacher licensure, 100 practicum hours must be in an educational setting.

Doctor of Philosophy in Speech-Language Pathology or Audiology

These programs are typically initiated at the a post-masters degree level and are designed to prepare students in either speech-language pathology or audiology to conduct clinical (applied) or basic research. These programs of study include, in addition to course work related to communication disorders, requirements in statistics, research design, hearing or speech sciences, a teaching/supervision internship, and dissertation.

Statistics and Research Design **12 credits**

Sample Courses

CSD 500. Research in Communication Sciences and Disorders	3
MATH 522. Statistics for Researchers	3
HTH 655. Research Techniques	3
PSYC 600. Introduction to Measurement and Statistics	3
PSYC 605. Research and Inferential Statistics	3
PSYC 608. Multivariate Statistical Methods	3
PSYC 777. Psychoeducational Assessment	3
PSYC 812. Assessment Methods and Instrument Design	3

Speech or Hearing Science and Instrumentation **6 credits**

Sample Courses

CSD 511. Instrumentation in Audiology	3
CSD 512. Anatomy and Physiology of the Auditory and Vestibular Systems	3
CSD 521. Speech Perception: Models and Theories	3
CSD 523. Psychoacoustics	3
CSD 604. Neuroanatomy and Neurophysiology of Speech	3
CSD 605. Physiological and Acoustic Phonetics	3
CSD 721. Hearing Aids & Signal Processing	3
CSD 805. Quantitative Measurement of Speech and Voice	3

Directed Research **6 credits**

Sample Courses

CSD 717. Directed Research	1 - 3
CSD 817. Directed Research	1 - 3
CSD 917. Directed Research	1 - 3
Teaching/Supervision Internship	3 credits
Sample Courses	
CSD 841. Teaching Experience in CSD	3
CSD 842. Supervision Experience in CSD	3
Electives	18 credits
Sample Courses	
CSD 850-861. Advanced Seminars in CSD	2 - 3
CSD 510, 525, 610, 620, 710. Seminars in Audiology	3
CSD 718, 818, 918. Independent Study	1 - 3
Courses outside of department	2 - 3
Dissertation	12 credits
CSD 920. Dissertation	
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Financial Aid

Graduate assistantships are available on a competitive basis to both speech-language pathology and audiology students. In addition, fellowships funded by the Scottish Rite Foundation of Virginia are available to graduate students admitted to the graduate program in speech-language pathology. Scottish Rite Fellowships are restricted to Virginia residents who intend to pursue positions with language-impaired children in Virginia.

Course Offerings

Speech-Language Pathology and Audiology

CSD 500. Research in Communication Sciences and Disorders. 2 credits.

Focuses on both basic and applied research interpretation.

CSD 501. Workshops in Speech Pathology and Audiology. 3 credits.

Designed to provide a detailed study of a particular topic of interest in speech pathology and/or audiology. *Prerequisite: Permission of department head.*

CSD 510. Seminar in Audiology. 1-3 credits.

This course addresses selected topics, issues and other content designed to prepare students for clinical practice in audiology. Content is treated on an introductory level with emphasis upon problem solving, integration of information across didactic and practical knowledge toward clinical skill development.

CSD 511. Instrumentation in Audiology. 3 credits.

A study of topics and procedures of instrumentation that are fundamental to clinical practice including electricity and electronics, filters, calibration, acoustical impedance, analog and digital signals, and acoustics.

CSD 512. Anatomy and Physiology of the Auditory and Vestibular Systems. 3 credits.

Advanced study of the anatomy and physiology of the auditory and vestibular systems to include cochlear and neural mechanisms of sound coding.

CSD 513. Anatomy and Physiology of the Central Auditory Pathway. 2 credits.

Advanced study of the anatomy and physiology of the central auditory pathway from the cochlear nucleus to the auditory cortex. Neural bases for encoding cues for intensity, frequency and localization will be discussed. Normal mechanisms will be discussed in light of diagnosis and treatment of pathological processes.

CSD 514. Audiologic Assessment I. 3 credits.

A study of auditory disorders and the measurement of hearing including an overview of behavioral

and physiologic measures. Emphasis is placed on the behavioral evaluation of the peripheral system, tests of cochlear and retrocochlear differentiation and immittance measures.

CSD 515. Human Communication and Aural Rehabilitation. 3 credits.

This course focuses on the impact of hearing loss on human communication across the lifespan. Aural habilitation and rehabilitation procedures common to the 20th century are compared with today's trends and with projected advances expected for the 21st century.

CSD 519. Audiology Internship. 2 credits.

Supervised clinical practicum at the Communication Sciences and Disorders Applied Laboratory and a variety of other settings. *Prerequisite: CSD 510*

CSD 520. Advanced Sign Language. 3 credits.

Advanced sign language will enhance the communication skills of the student whose core vocabulary and knowledge of application of sign language are basic. The course arranges opportunities for building fluency and reception, as well as expanding knowledge of sign systems and the appropriateness in a given situation. *Prerequisites: CSD 420 or permission of instructor.*

CSD 521. Speech Perception: Models and Theories. 3 credits.

Advanced study of speech perception including acoustics, intelligibility, instrumentation and theoretical models. Emphasis will be placed on the impact of hearing loss on perceptual abilities.

CSD 522. Communication Disorders of the Traumatically Brain Injured. 2 credits.

An overview of the role of speech-language pathology in the interdisciplinary management of cognitive-communicative deficits associated with traumatic brain injury.

CSD 523. Psychoacoustics. 3 credits.

A study of the relationship between a sound stimulus and the behavioral response it produces in a listener.

CSD 524. Audiologic Assessment II. 3 credits.

A study of various measures of auditory function including an overview of common physiologic techniques of hearing and balance, tests of pseudohypacusis, and central auditory dysfunction. Consideration is provided to variation in technique for different age populations and the difficult-to-test.

CSD 525. Seminar in Audiology. 1-3 credits.

This course addresses selected topics, issues and other content designed to prepare students for clinical practice in audiology. Content is treated on an introductory level with emphasis upon problem solving, integration of information across didactic and practical knowledge toward clinical skill development.

CSD 526. Supervision in Speech Language Pathology and Audiology. 1 credit.

The American Speech-Language-Hearing Association guidelines for clinical supervision form the basis for the study of the supervisory process. Problems in supervision and current research will offer students models and techniques to apply as a supervisee or supervisor.

CSD 528. Autism. 1 credit.

Focus on demographics of autism spectrum disorders, historical and contemporary diagnostic and treatment procedures, and the role of the speech-language pathologist in interdisciplinary programs.

CSD 529. Augmentative Communication. 1 credit.

Assessment and intervention strategies for the speechless population will be presented. Students will participate in demonstrations of alternative communication systems. An interdisciplinary team approach to (re)habilitation will be studied.

CSD 530. Early Intervention. 1 credit.

Introduction to early intervention programs and approaches for infants and toddlers, with emphasis on the role of the speech-language pathologist in team intervention.

CSD 531. Industrial Audiology. 2 credits.

A study of the effects of noise upon humans and topics relevant to hearing conservation, such as noise assessment and risk factors, hearing protectors, audiometric testing, employee training and record keeping.

CSD 532. Counseling in Audiology. 2 credits.

This course introduces graduate students to counseling within the discipline of audiology,

particularly treating special needs of individuals and the families/caregivers of individuals with hearing loss. Indicators that suggest counseling as an additional service are also covered.

CSD 533. Business Applications in Audiology. 3 credits.

This course focuses on the various professional and business practices and regulations that impact audiology. Topics include licensure, certification, ethical and professional standards of practice as well as practice management and business methods common to the practice of audiology.

CSD 539. Audiology Internship. 2 credits.

Supervised clinical practicum at the Communication Sciences and Disorders Applied Laboratory and a variety of other settings. *Prerequisites:* CSD 525, 519.

CSD 540. Language Disorders in Children for Special Educators. 3 credits.

A comprehensive study of the etiology and remediation of language disorders in communicatively impaired children.

CSD 544. Evaluation and Treatment of Swallowing Disorders. 2 credits.

Current research and clinical management will be presented of individuals showing difficulties in feeding orally and aspirating. Normal physiology of deglutition and the multidisciplinary approach toward the management of dysphagia will be emphasized.

CSD 560. Neuromotor Speech Disorders. 2 credits.

The objective of this course is to familiarize students with the theoretical and clinical aspects in the areas of dysarthria and apraxia. Similarities and differences of the speech impairments in these disorders will be demonstrated and applied to diagnosis and treatment.

CSD 561. AR for Audiology. 1 credit.

Clinical practicum in aural rehabilitation.

CSD 563. SLP for Audiology. 1 credit.

Speech-language pathology practicum for the audiology major.

CSD 581. Intern Speech Practicum. 2 credits.

Speech-language pathology practicum.

CSD 582. Intern Speech Practicum. 2 credits.

Speech-language pathology practicum.

CSD 583. Intern Speech Practicum. 2 credits.

Speech-language pathology practicum.

CSD 584. Intern Speech Practicum. 2 credits.

Speech-language pathology practicum.

CSD 585. Intern Speech Practicum. 2 credits.

Speech-language pathology practicum.

CSD 586. Intern Speech Practicum. 2 credits.

Speech-language pathology practicum.

CSD 600. Research in Audiology. 3 credits.

Survey of research methods in audiology. Students will research, write, and present reports. Topics covered will include the WWW and the library as research resources.

CSD 604. Neuroanatomy and Neurophysiology of Speech and Language. 3 credits.

Neuroanatomy and neurophysiology with an emphasis on speech and language behavior. Comprehensive examination of the neuroanatomic and neurophysiologic substrate for cognition and communication.

CSD 605. Physiological and Acoustical Phonetics. 3 credits.

Respiratory, phonatory, resonatory and articulatory components of speech output are considered. Theoretical models of speech production and reception are discussed.

CSD 610. Seminar in Audiology. 1-3 credits.

This course addresses selected topics, issues and other content designed to prepare students for clinical practice in audiology. Content is treated on an intermediate level with emphasis upon problem solving, integration of information across didactic and practical knowledge toward clinical skill development.

CSD 611. Neurophysiologic Measures I. 5 credits

Study of the neurophysiological and electrophysiological properties of the human peripheral and

central auditory pathways.

CSD 612. Hearing Aids I. 3 credits.

A study of hearing handicap and its management in adults, including amplification technologies, electroacoustic analyses, and prescription and verification procedures. Emphasis is on the foundations of clinical management.

CSD 619. Audiology Internship. 1 credit.

Supervised clinical practicum at the Communication Sciences and Disorders Applied Laboratory and a variety of other settings. *Prerequisite: CSD 539 or permission of instructor.*

CSD 620. Seminar in Audiology. 1-3 credits.

This course addresses selected topics, issues and other content designed to prepare students for clinical practice in audiology. Content is treated on an intermediate level with emphasis upon problem solving, integration of information across didactic and practical knowledge toward clinical skill development.

CSD 621. Neurophysiologic Measures II. 5 credits

Advanced study of the neurophysiological and electrophysiological properties of the human auditory and related sensory and motor systems.

CSD 622. Advanced Hearing Aids. 4 credits

An advanced study of hearing handicap and its prosthetic management. Various technologies, prescription methods, and verification procedures are critically reviewed.

CSD 623. Advanced Study of Phonological Disorders. 2 credits.

Articulatory phonetics, phonological processes and coarticulation are considered. Emphasis is given to analysis of phonological delays/disorders and specific procedures of remediation.

CSD 625. Pediatric Dysphagia. 1 credit.

The study of feeding and swallowing disorders in children. Instrumental and neuro developmental evaluation will be presented. Management techniques for feeding and swallowing difficulties will be advanced.

CSD 629. Audiology Internship. 2 credits.

Supervised clinical practicum at the Communication Sciences and Disorders Applied Laboratory and a variety of other settings. *Prerequisite: CSD 619 or permission of instructor.*

CSD 631. Neurophysiologic Measures III. 3 credits

Advanced study of the anatomy and physiology of the oculomotor and vestibular systems. Detailed study of basic and advanced concepts in clinical testing, treatment and mechanisms of rehabilitation of disorders of the vestibular and balance system.

CSD 632. Processes and Disorders of Speech Fluency. 3 credits.

Advanced diagnostic and therapeutic aspects of stuttering for children and adults are studied. Particular emphasis is placed on differentiating incipient stuttering from normal disfluencies.

CSD 633. Auditory Pathophysiology. 3 credits.

A study of the various disorders of the external, middle and inner ears; the retrocochlear and central auditory systems; and the vestibular and balance system.

CSD 639. Audiology Externship. 3 credits.

Supervised clinical practicum at clinical settings external to the Communication Sciences and Disorders Applied Laboratory. *Prerequisite: CSD 629 or permission of instructor.*

CSD 640. Advanced Children's Language Disorders. 4 credits.

Comprehensive study of children's pragmatic, semantic, and syntactic impairments. Emphasis is placed upon etiologies, evaluation, and habilitation procedures.

CSD 641. Language Disorders in Adults. 3 credits.

Theoretical comparative aspects and clinical management of aphasia in adults are emphasized. Communication disorders associated with right hemisphere brain damage are also considered.

CSD 649. Selected Clinical Topics in Audiology. 4 credits.

Discussion of advanced topics relevant to audiology, emphasizing the synthesis of theory with clinical practice.

CSD 651. Disorders of Speech Resonance. 1 credit.

The study of cleft palate and other orofacial abnormalities and their associated speech disorders. Advanced study in the diagnosis and management of cleft palate speech will be provided.

CSD 656. Voice Disorders. 3 credits.

The study of laryngeal functions and disorders. In-depth study of acoustic and physiologic parameters of the vocal mechanism. Emphasis is given to the diagnosis and management of vocal pathologies.

CSD 659. Reading and Research in Audiology. 1-3 credits.

This course will review recent professional literature of interest with emphasis on content and research design. For students not electing the thesis option, a study of empirical nature will be required.

CSD 680. Reading and Research. 1-3 credits.

Designed to allow graduate students to pursue independent study and/or research in the area of speech, language and hearing disorders under appropriate faculty supervision. May be repeated for credit. *Prerequisite: Permission of department head.*

CSD 681. Hearing for SLP. 1 credit.

Supervised speech-language pathology practicum.

CSD 682. Extern Speech Practicum. 1 credit.

Supervised speech-language pathology practicum.

CSD 683. Extern Speech Practicum. 1 credit.

Supervised speech-language pathology practicum.

CSD 684. Extern Speech Practicum. 1 credit.

Supervised speech-language pathology practicum.

CSD 685. Extern Speech Practicum. 1 credit.

Supervised speech-language pathology practicum.

CSD 686. Extern Speech Practicum. 1 credit.

Supervised speech-language pathology practicum.

CSD 687. Extern Speech Practicum. 1 credit.

Supervised speech-language pathology practicum.

CSD 688. Extern Speech Practicum. 1 credit.

Supervised speech-language pathology practicum.

CSD 690. Advanced Seminar in Speech Pathology and Audiology. 1- 3 credits.

This course will cover advanced considerations relative to the diagnosis and management of individuals with speech, language and hearing disorders. *Prerequisite: Permission of department head.*

CSD 691. Professional Seminar in Audiology. 1-3 credits.

A review of professional training emphasizing case management using a grand rounds approach. This course will serve as a capstone experience integrating theory and practice; it will be offered in conjunction with the full-time externship experience.

CSD 698. Comprehensive Continuance. 1 credit.

Continued preparation in anticipation of the comprehensive examination. Course may be repeated.

CSD 699. Thesis Continuance. 2 credits.

Continued study, research and writing in the area of thesis concentration. Course may be repeated as needed will not be required to complete the written comprehensive examination. Student should talk with their adviser prior to selecting this option.

CSD 700. Thesis. 1- 6 credits.

The thesis option generally requires three to four semesters to complete. Students choosing the thesis option will not be required to complete the written comprehensive examination. Student should talk with their adviser prior to this option.

CSD 710. Seminar in Audiology. 1-3 credits.

This course addresses selected topics, issues and other content designed to prepare students for clinical practice in audiology. Content is treated on an advanced level with emphasis upon problem solving, integration of information across didactic and practical knowledge toward clinical skill development.

CSD 711. Pediatric Audiology. 3 credits.

Normal and pathological development of the auditory system; pediatric audiometric assessment; auditory and communication aspects in the habilitation of hearing-impaired children.

CSD 717, 817, 917. Directed Clinical Research. 1 - 3 credits.

This course sequence provides opportunity for applied research in an area of special interest as directed by a faculty mentor. Emphasis on developing a question and hypothesis, selecting subjects and variables to investigate, collecting and analyzing data, and reporting results should provide the student with a meaningful research experience.

CSD 718, 818, 918. Independent Study. 1- 3 credits.

This course sequence provides opportunities for in-depth study in an area of special interest as directed by a faculty member.

CSD 719. Audiology Externship. 3 credits.

Supervised clinical practicum at clinical settings external to the Communication Sciences and Disorders Applied Laboratory. *Prerequisite: CSD 639 or permission of instructor.*

CSD 720. Seminar in Audiology. 1 credit.

This course addresses selected topics, issues and other content designed to prepare students for clinical practice in audiology. Content is treated on an advanced level with emphasis upon problem solving, integration of information across didactic and practical knowledge toward clinical skill development.

CSD 721. Hearing Aids & Signal Processing. 3 credits.

Study of advanced concepts in signal processing as applied to real-world applications in digital speech processing, active noise reduction, and applications in advanced hearing device designs and telecommunications.

CSD 729. Audiology Externship. 3 credits.

Supervised clinical practicum at clinical settings external to the Communication Sciences and Disorders Applied Laboratory. *Prerequisite: CSD 719 or permission of instructor.*

CSD 731. Medical Audiology. 2 credits.

Advanced study of the diagnosis and evaluation of hearing and balance disorders.

CSD 791. Directed Clinical Research. 1 credit.

This course provides the opportunity for applied research in an area of special interest as directed by a faculty mentor. Students are required to participate in gathering data and observing the process of developing new knowledge through research. Emphasis is placed on the student becoming an expert consumer of research, as well as gaining an appreciation for research methodology.

CSD 792. Directed Clinical Research. 1 credit.

This course provides the opportunity for applied research in an area of special interest as directed by a faculty mentor. Students are required to participate in gathering data and observing the process of developing new knowledge through research. Emphasis is placed on the student becoming an expert consumer of research, as well as gaining an appreciation for research methodology.

CSD 793. Directed Clinical Research. 1 credit.

This course provides the opportunity for applied research in an area of special interest as directed by a faculty mentor. Students are required to participate in gathering data and observing the process of developing new knowledge through research. Emphasis is placed on the student becoming an expert consumer of research, as well as gaining an appreciation for research methodology.

CSD 805. Quantitative Measurement of Speech and Voice. 3 credits.

Principles for applying instruments in clinical approaches to speech pathologies. A survey of the principal equipment and instrumentation which will be available to Speech Pathologists in their professional activities within medicine, education and private practice.

CSD 810. Professional Seminar in Audiology. 1-3 credits.

This course addresses selected topics, issues and other content designed to prepare students for clinical practice in audiology. Content is treated on an expert level with emphasis upon problem solving, integration of information across didactic and practical knowledge toward clinical skill

development.

CSD 819. Audiology Residency. 1-6 credits.

Full-time clinical practicum with limited supervision at clinical settings external to the Communication Sciences and Disorders Applied Laboratory. *Prerequisite: CSD 729 or permission of instructor.*

CSD 820. Professional Seminar in Audiology. 1-3 credits.

This course addresses selected topics, issues and other content designed to prepare students for clinical practice in audiology. Content is treated on an expert level with emphasis upon problem solving, integration of information across didactic and practical knowledge toward clinical skill development.

CSD 829. Audiology Residency. 1-6 credits.

Full-time clinical practicum with limited supervision at clinical settings external to the Communication Sciences and Disorders Applied Laboratory. *Prerequisite: CSD 819 or permission of instructor.*

CSD 830. Professional Seminar in Audiology. 1-3 credits.

This course addresses selected topics, issues and other content designed to prepare students for clinical practice in audiology. Content is treated on an expert level with emphasis upon problem solving, integration of information across didactic and practical knowledge toward clinical skill development.

CSD 839. Audiology Residency. 1-6 credits.

Full-time clinical practicum with limited supervision at clinical settings external to the Communication Sciences and Disorders Applied Laboratory. This course may be repeated with permission of instructor for up to 6 credits. *Prerequisite: CSD 829 or permission of instructor.*

CSD 841. Teaching Experience in CSD. 3 credits.

With a faculty member, the student will engage in team-teaching of selected undergraduate/graduate course(s).

CSD 842. Supervision Experience in CSD. 3 credits.

Students enrolled in the course may be supervised in a clinical assignment or, if ASHA certification has been awarded, as a supervisor. Students and supervisors will be equipped for participation in the clinical teaching process. The tasks and skills of clinical teaching is a specialty area of practice as it relates to the interaction between a clinician and client. Clinical teaching will be examined through observation, conferences, review of records, and communication skills. Competencies for the student clinician and for the clinical teacher will be incorporated into presentation of research in supervision and current trends in work settings.

CSD 850. Advanced Seminar in CSD: Adult Language Disorders. 2-3 credits.

This seminar focuses on the current views of etiology, assessment and treatment procedures of adult language disorders.

CSD 851. Advanced Seminar in CSD: Child Language Disorders. 2-3 credits.

This seminar focuses on the current views of etiology, assessment and treatment procedures of child language disorders.

CSD 852. Advanced Seminar in CSD: Communication Enhancement. 2-3 credits.

This seminar focuses on the current views of assessment and treatment procedures of communication enhancement.

CSD 853. Advanced Seminar in CSD: Aerodigestive Concerns. 2-3 credits.

This seminar focuses on the current views of etiology, assessment and treatment procedures of aerodigestive disorders.

CSD 854. Advanced Seminar in CSD: Early Intervention. 2-3 credits.

This seminar focuses on the current views of assessment and treatment procedures of early intervention.

CSD 855. Advanced Seminar in CSD: Fluency Disorders. 2-3 credits.

This seminar focuses on the current views of etiology, assessment and treatment procedures of fluency disorders.

CSD 856. Advanced Seminar in CSD: Normal Communication Development. 2-3 credits.

This seminar focuses on the current views of human communication development over the life span.

CSD 857. Advanced Seminar in CSD: Motor Speech Disorders. 2-3 credits.

This seminar focuses on the current views of etiology, assessment and treatment procedures of motor speech disorders.

CSD 858. Advanced Seminar in CSD: Neurolinguistics. 2-3 credits.

This seminar would be devoted to study and discussion of one or more topics current in neurolinguistic investigation. Possible topics include: PET and fMRI studies of language processing; event-related potentials; connectionist models of speech errors and paraphasias; morphosyntactic disorders in language disorders; role of prosody in language processing and neurological disorders; pragmatic studies of populations with brain damage.

CSD 859. Advanced Seminar in CSD: Clinical Phonology Disorders. 2-3 credits.

This seminar focuses on the current views of etiology, assessment and treatment procedures of phonological disorders.

CSD 860. Advanced Seminar in CSD: Disorders of Resonance. 2-3 credits.

This seminar focuses on the current views of etiology, assessment and treatment procedures of disorders of resonance.

CSD 861. Advanced Seminar in CSD: Voice Disorders. 2-3 credits.

This seminar focuses on the current views of etiology, assessment and treatment procedures of voice disorders.

CSD 920. Doctoral Dissertation in CSD. 1-12 credits.

Culminating research project.

CSD 921. Dissertation Continuance. 1 credit.

Required continuance for dissertation after 12 credit earned for CSD 920.



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Computer Science

Dr. Malcolm G. Lane, Department Head

Dr. Ralph Grove, Graduate Program Coordinator

For information, call (540) 568-8772

Web site: <http://www.cs.jmu.edu/csprogram.htm>

Professors

C. Fox, J. A. Harris, M. Heydari, M. Lane, J. Marchal, R. Mata-Toledo

Associate Professors

C. Abzug, E. Adams, D. Bernstein, P. Cushman, M. Eltoweissy, R. Grove, R. Prieto-Diaz, S. Redwine

Assistant Professors

M. Aboutabl, B. Tjaden, M. Norton, R. Tucker, X. Wang

Adjunct Assistant Professor

S. Greenwald

[Admission](#)

[Mission](#)

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Admission

Admission to the program is competitive. Preference is given to students with undergraduate preparation in Computer Science, or industrial or government experience in computing. Strong students from other disciplines are encouraged to apply. Students judged able to complete the program but lacking preparation in Computer Science will generally be admitted conditionally and required to complete remedial courses.

In addition to the College of Graduate and Professional Program's admission qualifications, potential candidates must meet the requirements of the Computer Science department as specified by on the Web site at http://www.cs.jmu.edu/grad_admissions.htm.

Mission

The graduate program in Computer Science prepares highly skilled professionals with advanced expertise in creating and maintaining secure and reliable computing systems.

The Computer Science department offers two programs of study leading to the Master of Science in Computer Science. The on-campus program in Secure Software Engineering combines studies in the areas of software engineering and information security. The distance-education program in Information Security features intensive study of information security. Both programs achieve their goals through courses in core areas of Computer Science, followed by course work and directed study in software engineering and information security.

Full-time on-campus graduate students can expect to complete their course work in four semesters, and distance-education students in five semesters. Part-time students seeking to advance their careers may pursue their academic objectives at a pace commensurate with their professional and personal obligations.



Concentrations

Concentration in Secure Software Engineering

Dr. Ralph Grove, Concentration Coordinator

This concentration is available only to on-campus students. The program requires 36 credit hours, half of which must be at the 600-level or above. Ten courses comprising 30 credits are required and six credits are electives. For electives students may choose independent studies, reading and research courses, a thesis, or courses offered by faculty on topics of interest. Students with exceptional undergraduate preparation may make substitutions for selected required courses with the permission of the faculty.

Requirements	Credit Hours
CS 530. Programming Languages	3
CS 550. Operating Systems	3
CS 552. Applied Complexity Theory	3
CS 555. Software Engineering	3
CS 557. Information Security	3
CS 574. Database Systems	3
CS 610. Networking and Security	3
CS 635. Secure Network Operations	3
CS 665. Software Requirements and Design	3
CS 666. Software Quality Assurance	3
Approved Electives in Computer Science	6
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Concentration in Information Security

Dr. Mohammad H. Heydari, Concentration Coordinator

This concentration is offered in a remote, electronic distance-learning format that, while satisfying all requirements for the Master of Science program, is especially appropriate for people with professional interests in information security. Further information can be obtained from the InfoSec Program Web site at www.infosec.jmu.edu. The distance-learning courses are available only to students in the Information Security concentration, who will pay a higher tuition rate than students taking traditional courses at the university.

Minimum Requirements	Credit Hours
CS 523. Ethics, Law and Policy in Cyberspace	3
CS 550. Operating Systems	3
CS 555. Software Engineering	3
CS 560. Networks and Network Security	3
CS 574. Database Systems	3
CS 625. Information Security Audit Controls	3
CS 627. Cryptography: Algorithms and Applications	3
CS 652 Formal Methods for Information Security	3
CS 660. Advanced Network Security	3
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Thesis Route

CS 700. Thesis	6
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Non-Thesis Route

CS 621. Trusted Systems	3
CS 675 Distributed Computing and Security, or	
CS 685. Selected Topics	3

Depending on undergraduate background and work experience, students may be required to take one or more of the following preparatory courses. These courses do not satisfy graduation requirements for the Information Security concentration.

	Credit Hours
CS 510. Accelerated Fundamentals of Computer Programming	3
CS 511. Accelerated Fundamentals of Computer Systems	3
CS 512. Advanced Fundamentals of Computer Programming	3
CS 515. Foundations of Computer Science	3

Course Offerings

Computer Science

CS 501. Workshop in Computer Science. 1-3 credits.

Designed to provide workshop experience in a variety of computing areas. Does not satisfy graduation requirements for the *Master of Science* degree in computer science. *Prerequisite:* *Permission of the program coordinator.*

CS 510. Accelerated Fundamentals of Computer Programming. 3 credits.

Fundamental programming techniques using the C programming language to support algorithm development and procedural abstraction as a means of problem solving. Students also learn elementary data structures including character strings, records and files. Does not satisfy graduation requirements for the Master of Science degree in computer science.

CS 511. Accelerated Fundamentals of Computer Systems. 3 credits.

An explanation of elementary computer organization and network communication by using the Unix operating system including use of a distributed hierarchic file system, other network resources and command scripting. Does not satisfy graduation requirements for the Master of Science degree in computer science. *Prerequisite:* *CS 510 or equivalent.*

CS 512. Advanced Fundamentals of Computer Programming. 3 credits.

Various advanced problem-solving strategies that use object-oriented techniques to develop algorithms in the C++ programming language. Students also learn advanced data structures including stacks, queues and lists using both static and dynamic memory allocations and including elementary performance analysis of these data structures. Does not satisfy graduation requirements for the Master of Science degree in computer science. *Prerequisite:* *CS 510 or equivalent.*

CS 515. Foundations of Computer Science. 3 credits.

Survey of fundamental Computer Science concepts such as iteration, recursion, induction, analysis of algorithms, combinations and probability, data structures, automata theory and regular expressions, context-free grammars and parsing, propositional and predicate logic. This course does not satisfy graduation requirements for the program.

CS 523. Ethics, Law and Policy in Cyberspace. 3 credits.

Study of ethical issues, legal resources and recourses, and policy implications inherent in our evolving on-line society. Provides an overview of the ethical challenges faced by individuals and organizations in the information age. Introduces the complex and dynamic state of the law as it applies to behavior in cyberspace. *Prerequisite:* *CS 550.*

CS 530. Programming Languages. 3 credits.

Study of the fundamental principles of programming language design and their realization in actual programming languages. Examines programming languages from the procedural, object-oriented, functional and declarative paradigms. Introduces basic concepts of grammars and parsing. *Prerequisites:* *CS 240 and CS 350, or CS 511 and CS 512, or equivalent.*

CS 550. Operating Systems. 3 credits.

Concepts and principles of multiple-user operating systems. Memory, CPU, I/O device allocation, scheduling and security. Memory hierarchies, performance evaluation, analytic models, simulation,

concurrent programming and parallel processors. Completion of a student project is a significant part of the course. *Prerequisite: CS 350 or CS 511 or equivalent.*

CS 552. Applied Complexity Theory. 3 credits.

Algorithms (sorting and searching, graph theory, arithmetic) with space and time complexity and analyses; formal models of computation; theoretical aspects of computational complexity, including complexity measures and hierarchies, and intractable problems and the P=NP question. Other topics in theoretical computer science with applications. *Prerequisite: CS 240 or CS 512 or equivalent.*

CS 555. Software Engineering. 3 credits.

The software development life cycle, software project management, development tools and methods, and software quality assurance. Teams of students will complete a significant development project. *Prerequisite: CS 240 or CS 512 or equivalent.*

CS 557. Information Security. 3 credits.

Fundamental concepts of Information Security including identification and authentication, access control, security models, security kernels, and Windows and Unix security. Discussions will cover the historical development of information security, cryptology, PKI key management, application level security issues and security evaluation. *Prerequisite: CS 550.*

CS 560. Networks and Network Security. 3 credits.

Fundamental concepts, principles, and practical networking and internetworking issues relevant to the design, analysis, and implementation of enterprise-level trusted networked information systems. Topics include networking and security architectures, techniques, and protocols at the various layers of the Internet model. *Prerequisite: CS 550.*

CS 574. Database Systems. 3 credits.

Types of physical storage and access methods; data models; relational algebra and calculus, data definition and query languages; dependencies, decomposition and normalization; database design; recovery; consistency and concurrency; distributed databases. Examples from commercial databases. *Prerequisite: CS 350 or CS 511 or equivalent.*

CS 585. Selected Topics I. 3 credits.

Study of selected topics not otherwise covered in the regular offerings of the department. May be repeated for credit when course content changes.

CS 588. Introduction to Computer Graphics. 3 credits.

Problems, objectives and study of computer graphics to include hardware, software and applications. Graphics data structures and languages. Vectors, curves and character generation. Interactive display devices. Construction of hierarchical image lists. Surface representations. Discussion of problems of current interest. *Prerequisite: CS 510 and knowledge of calculus.*

CS 610. Networking and Security. 3 credits.

Fundamental concepts, principles, and practical networking and internetworking issues relevant to the design, analysis, and implementation of enterprise-level trusted networked information systems. Topics include networking and security architectures, techniques and protocols at the various layers of the Internet model. *Prerequisite: CS 550.*

CS 620. Introduction to Information Security. 3 credits.

Provides the manager with a broad overview of the threats to the security of information systems, the responsibilities and basic tools for information security, and for the areas of training and emphasis needed in organizations to reach and maintain a state of acceptable security. The course provides an introduction to the language of information security and provides an overview of hardware, software, and firmware components of an information security system, and their integration into an organization's information system operations for policy makers. The object of this course is to enable managers to make more informed policy and procedural evaluations in the information security area.

CS 621. Trusted Systems. 3 credits.

Definition of a trusted system and considerations pertaining to the design, evaluation, certification and accreditation of trusted systems, to include hardware considerations, software considerations such as developmental controls, validation/verification, assured distribution and other assurance issues. Implementation, configuration management and systems administration of trusted systems. Trusted applications and trusted database issues. Importance of aggressive monitoring and setting traps for the intruder. Importance of understanding the psychology and successful *modus vivendi* of the attacker to generating and maintaining a powerful defense. *Prerequisite: CS 620.*

CS 625. Information Security Audit Controls. 3 credits.

A course for the information system security professional emphasizing administrative roles in the audit and control of information systems. The administrator's role in secure system accountability and documentation will be stressed. *Prerequisite: CS 621.*

CS 627. Cryptography: Algorithms and Applications. 3 credits.

Cryptographic techniques to achieve confidentiality, integrity, authentication and non-repudiation are examined. The underlying mathematical concepts are introduced. Topics to be covered include symmetric and public key encryption, hashing, digital signatures, cryptographic protocols and other recent developments in the field. *Prerequisite: CS 252, MATH 227 or CS 515.*

CS 634. Natural Language Processing. 3 credits.

Implementation of computer-based, natural language understanding systems; natural language syntax and processing knowledge representation, natural languages generation. *Prerequisite: CS 555.*

CS 635. Secure Network Operations. 3 credits.

Standard network security techniques for monitoring and maintaining an organization's internal and external networks. Students will learn how to detect network-based attacks, diagnose an attacker's intent, and respond to and recover from intrusions. *Prerequisite: CS 610.*

CS 644. Artificial Intelligence. 3 credits.

Application of heuristics to problem solving; perception and pattern recognition; search methods, production systems and knowledge representation; applications to expert systems, automatic programming and natural language processing. *Prerequisite: CS 555.*

CS 649. Operating Systems II. 3 credits.

A study of various topics in operating systems such as distributed file systems, security, architectural support for operating systems, performance measurement, recovery management and real-time systems. *Prerequisite: CS 550.*

CS 650. Computer Networks. 3 credits.

The Open Systems Interface reference model. Network hardware, topologies and routing algorithms, reliability and security, application programs. Examples of various networks and protocols such as Ethernet, TCP/IP, NFS, USENET. *Prerequisite: CS 550.*

CS 652. Formal Methods for Information Security. 3 credits.

A formal specification language is presented with case studies, proofs, and the formal specification of software components. Additional topics may include formal security policy modeling, seminal formal systems, first-order logic, set theory, relations, functions, sequences, bags, free types, formal and rigorous proof, immanent reasoning, reification, decomposition, and Floyd-Hoare logic.

CS 655. Programming Languages II. 3 credits.

A study of various topics in programming languages such as proof techniques, formal specification of syntax and semantics, operational, denotational and axiomatic semantics. *Prerequisite: CS 555.*

CS 660. Advanced Network Security. 3 credits.

This is a project-based course. Students will learn advanced Network Security concepts, conduct Information Security research, and apply what they have learned throughout the Information Security masters program to better secure critical Information Infrastructure.

CS 665. Software Requirements and Design. 3 credits.

In-depth study of the state-of-the-art in requirements engineering, analysis, and design. Topics include formal techniques for system specification and verification, security models, software analysis and design methods and techniques, software architectures, and design patterns. *Prerequisite: CS 555.*

CS 666. Software Quality Assurance. 3 credits.

In-depth study of selected topics in software quality assurance. Topics include reviews and inspections, testing, formal verification methods, process management and improvement, and defect prevention. *Prerequisite: CS 555.*

CS 674. Database Systems II. 3 credits.

Continuation of CS 574. *Prerequisite: CS 574.*

CS 675. Distributed Computing and Security. 3 credits.

Covers theoretical and applied aspects of security and privacy needed for middleware and service-ware to offer reasonable assurance for modern distributed systems. Topics include distributed systems architectures, technologies, and management; distributed system design, security, and privacy issues; and applications such as web services and mobile commerce. *Prerequisite: CS 560.*

CS 676. Distributed Databases. 3 credits.

Distributed databases and networks, levels of distribution, transparency, fragments and their allocation, distributed queries, optimization and concurrency. *Prerequisite: CS 574.*

CS 680. Reading and Research. 3 credits.

Opportunity for supervised reading and research in areas of special interest to the student. Reading and research may be done only in the major field of study.

CS 685. Selected Topics II. 3 credits.

An in-depth study of selected topics not otherwise covered in the regular offerings of the department. May be repeated for credit when course content changes.

CS 690. Practicum. 3 credits.

Provides a variety of supervised project, laboratory, leadership and instructional experiences. This course is graded on a satisfactory/unsatisfactory (S/U) basis. May be repeated for credit, but no more than six hours can be counted toward a degree program. *Prerequisite: Consent of instructor and program coordinator.*

CS 698. Comprehensive Continuance. 1 credit.

Continued preparation in anticipation of the comprehensive examination. Course may be repeated as needed.

CS 699. Thesis Continuance. 2 credits.

Continued study, research and writing in the area of thesis concentration. Course may be repeated as needed.

CS 700. Thesis. 6 credits.

This course is graded on a satisfactory/unsatisfactory (S/U) basis.



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Education

Dr. Phillip M. Wishon, Dean

Dr. Alvin Pettus, Associate Dean

Dr. Steven Fairchild, Assistant Dean

For information, call (540) 568-2812

Web site: <http://coe.jmu.edu/edu.htm>

Admission

Admission requirements for individual education programs vary. For admission criteria, refer to the specific program or the education program Web site at <http://coe.jmu.edu/edu.htm>.

The mission of the James Madison University professional education unit is to prepare caring, knowledgeable, skilled, and reflective educators who believe that all students can learn and succeed. Our candidates and faculty are committed to lifelong learning and aspire to meet educational needs in a changing, pluralistic, and democratic society. The personal and professional development of candidates is accomplished by emphasizing excellence and continuous innovation in quality undergraduate, graduate, and professional programs.

James Madison University's College of Education is distinguished through faculty and candidate achievements, academic rigor, excellence in teaching, candidate and faculty interactions and relationships, technological innovations, and national recognitions. The College maintains relevance through active and growing interactions with other colleges within the University and with local, state, regional, national, and international communities.

The college is committed to providing:

§ 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 teacher education programs are accredited by the National Council for Accreditation of Teacher Education and approved by the Virginia State Board of Education.

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, and 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 candidates, faculty members and community.

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

Toward these ends the college offers a variety of graduate level programs:

[Adult Education/Human Resource Development](#)

[Early Childhood Education](#)

Public Health

Special Education

**Technical and Scientific
Communication**



[Educational Leadership](#)

[Educational Technology](#)

[Elementary Education \(4-6\)](#)

[Middle School Education](#)

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English

Dr. David Jeffrey, Department Head

Dr. Annette Federico, Graduate Coordinator

For information, call (540) 568-6202/6170

Web site: <http://www.jmu.edu/english>

Professors

J. Cash, M. Facknitz, A. Federico, J. Fredrick, J. Gabbin, R. Geary, D. Jeffrey, R. Nelson, K. Sproles

Associate Professors

D. Bankert, S. Cote, M. Favila, L. Henigman, B. Johnson, L. Kutchins

Assistant Professors

R. Osotsi, N. Rahman

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Admission

Students must submit scores for the Graduate Record Examination General Test (GRE), official undergraduate transcripts and two letters of recommendation as part of their applications to the College of Graduate and Professional Programs. A writing sample or statement of purpose is also recommended.

Mission

The English department emphasizes preparation for Ph.D. work, but we accept all qualified students who have an interest in literature, critical theory, or creative writing. We welcome students who, for whatever reasons, are eager to read literature on an advanced level, who enjoy research and writing, and who appreciate the responsibilities and pleasures of pursuing one's intellectual goals within an academic community.

Goals

§ to excite and maintain in students a permanent desire for an expanded knowledge and understanding of the world through the study of diverse authors and genres

§ to help students to discover and appreciate the English language, and to learn how richly language clothes our responses to the world

§ to actively promote, through formal study, both the self-examination and the imaginative understanding that are among the central values of advanced study in the humanities

§ to encourage in post-baccalaureate students a broader, more formal inquiry into specific authors and movements in both western and non-western literatures, and to teach them by example the professional practices of reading and interpretation

§ to cultivate the practical talents gained by the study of literature: the ability to recognize the functions of analysis and synthesis in one's professional life, to construct an argument, to think critically, to write efficiently, clearly, and gracefully, to develop confidence in the validity of one's judgments about many kinds of writing, and to learn to see the interstices as well as the architectural whole in widely different encounters with the written word



§ to stimulate the kind of intellectual self-scrutiny and the passion for reading that will lead to successful work on the doctoral level, and to help students gain admittance into excellent Ph.D. programs throughout the country

§ to provide an opportunity for qualified students who are considering teaching as a career to work with faculty in large sections of sophomore literature classes or to teach their own first-year composition class through the awarding of graduate and teaching assistantships

§ to foster in those who are interested in pursuing careers in writing and editing, politics, business, non-profit work, or other less obviously English-related fields the kinds of attention and analysis that are concomitant with the formal study of vastly different kinds of writing — fiction, poetry, and drama, argumentation and analysis, opinion, review essays, creative nonfiction

§ to both broaden and deepen the needed practical knowledge of the fields of writing, literature and literary history for future English teachers in high schools, business schools and community colleges

§ to offer career teachers of English a place to improve their knowledge of these fields and rejuvenate their commitment to the study and teaching of literature

§ to enhance the professional opportunities of career teachers of English through advanced study

§ to contribute to fulfilling the requirements for the M.A.T. degree

The JMU graduate faculty in English is committed to the belief that encountering and interacting with literature, thinking critically about texts, learning the skills of scholarly research, and writing about one's ideas effectively provide the kind of education from which the world continues to benefit.

To fulfill these beliefs, we offer students a superior faculty who are recognized for their scholarship, their excellence in teaching, and their supportive relationships with graduate students. Most classes are small seminars.

The Department of English offers the Master of Arts degree.

Degree Requirements

The minimum requirement for the Master of Arts degree is 33 hours of graduate credit in English. All students, regardless of program, must take ENG 599, Bibliography and Methods of Research, in their first semester. Before beginning a teaching assistantship students must take ENG 501, Professional Seminar in College Composition. Completion of the third year of a college foreign language course or passing a reading examination in a foreign language is required for all students of the Master of Arts degree. Toward the end of their course work, students must pass a formal examination based on a required reading list in order to receive the degree.

The department also offers a concentration in creative writing. Students choosing this option will take 15 hours in literature and language courses, 12 hours in creative writing, and will write a creative thesis. The 12-hour concentration normally requires either ENG 581 or 582 as a prerequisite for subsequent creative writing courses and ENG 700 as a creative writing thesis.

All students must plan a program of study with the coordinator of graduate studies in English before registering for graduate courses in English.

In the following list, those courses designated as limited to a specific concentration are not available to students outside that concentration (unless specifically noted otherwise).

Course Offerings

English

ENG 501. Professional Seminar in College Composition. 3 credits.

Practical examination of the content and methodology of freshman English (GWRIT 101, 102) for the training of beginning teaching assistants. (Required for all beginning teaching assistants; may be taken by Ph.D.-bound traditional students; open informally on a noncredit basis for new part-time faculty in the department.)

ENG 503. Old English. 3 credits.

Advanced readings and research in Old English poetry and prose.

ENG 505. Middle English. 3 credits.

Middle English language and representative literary works.

ENG 508. History of Literary Criticism. 3 credits.

Advanced readings in the nature, function, and development of literary criticism, from the classics to postmodernism.

ENG 509. Contemporary Critical Practices. 3 credits.

Advanced study of major debates in current critical discourse, covering such topics as formalism, structuralism, deconstruction, feminism, hermeneutics, reader response criticism, Marxism and new historicism.

ENG 510. Special Authors Seminar. 3 credits.

Advanced, in-depth study of one major author or selected group of authors from Anglo-American or alternative canons. Major research project. (May be repeated for credit when course content changes.)

ENG 512. Special Topics Seminar. 3 credits.

Advanced, in-depth study in a literary school, movement, genre, or other literary or linguistic topic. Major research project. (May be repeated for credit when course content changes.)

ENG 581. Poetics. 3 credits.

Advanced study of poetic forms for writers with emphasis on theory and current practices. (May be included in the concentration in creative writing; normally a prerequisite for other poetry courses in the concentration for creative writing.)

ENG 582. Narrative Form. 3 credits.

Narrative theory and current practices for writers. (May be included in the concentration in creative writing; normally a prerequisite for other fiction courses in the concentration in creative writing.)

ENG 583. Poetry Workshop. 3 credits.

Poetry writing for those with demonstrated skill, with emphasis on perfecting voice and poetic form. (May be included in the concentration in creative writing; admission by permission of the instructor.)

ENG 584. Fiction Workshop. 3 credits.

Fiction writing for those with demonstrated skill, with emphasis on perfecting narrative form and personal style. (May be included in the concentration in creative writing; admission by permission of the instructor.)

ENG 595A. Careers in English. 1 credit.

The graduate-level component of ENG 295A. Graduate students will act as assistants to the instructor by leading small group discussions, conducting workshops in resume writing and other job-related skills, reading and evaluating student portfolios, and tutoring. Graduate students will also identify prospective employers and assemble credentials that emphasize writing and research skills.
Prerequisite: graduate student status.

ENG 595B. Graduate Internship in English. 1-3 credits.

English graduate student internships. Graduate students identify a prospective employer and work as an intern during the summer, fall or spring semester. Academic work may include reflective essays, bibliographies, resume writing and meetings or presentations with graduate advisors.
Prerequisite: graduate student status.

ENG 599. Bibliography and Methods of Research. 3 credits.

Advanced training in the use of scholarly materials, procedures and techniques, including scholarly writing and computer-based library and research technology, for graduate-level work. (Required for all Master of Arts students.)

ENG 602. Growth and Structure of the English Language. 3 credits.

History of the English language with attention to the changing forms of speech in phonology, morphology, syntax and semantics.

ENG 604. Contemporary Approaches to English Linguistics. 3 credits.

Survey of English linguistics and its current applications.

ENG 615. Chaucer. 3 credits.

Major works, with attention to their medieval context as well as traditional and contemporary critical approaches.

ENG 618. Medieval Drama. 3 credits.

Drama from its liturgical foundations through the morality play, with emphasis on historical context and modern critical approaches.

ENG 620. Shakespeare. 3 credits.

Selected plays by Shakespeare.

ENG 625. Studies in 16th-Century Literature. 3 credits.

Major British nondramatic works of the early Renaissance.

ENG 628. Elizabethan and Jacobean Drama. 3 credits.

Drama from the morality plays to 1642.

ENG 630. Studies in 17th-Century Literature. 3 credits.

Authors and movements in the literature of the 17th century.

ENG 635. Milton. 3 credits.

Milton's poetry and prose (along with selected works by contemporary writers), with attention to the political, religious and cultural milieu in which Milton and his contemporaries worked.

ENG 640. Studies in Restoration and 18th-Century Literature. 3 credits.

Authors of the era studied in the context of the cultural and intellectual currents of the time.

ENG 645. Studies in 19th-Century British Literature. 3 credits.

Authors and movements in the literature of the 19th century.

ENG 651. Studies in American Romanticism. 3 credits.

Works by authors such as Poe, Hawthorne, Emerson, Thoreau, Melville and Whitman.

ENG 656. Studies in American Realism. 3 credits.

Works by authors such as Mark Twain, William Dean Howells, Stephen Crane, Henry James or others.

ENG 658. Studies in Southern Literature. 3 credits.

Major works in Southern Literature; content may be limited either to works before 1945 or to contemporary works. (May be repeated for credit when content changes.)

ENG 661. Studies in 20th-Century British Literature. 3 credits.

Works in selected genres.

ENG 662. Studies in 20th-Century Literature of the United States. 3 credits.

Works in selected genres.

ENG 664. Modernist Drama. 3 credits.

Plays from Ibsen through Pinter.

ENG 666. Post-Modernist Drama. 3 credits.

Plays since Pinter.

ENG 671. Studies in World Literature. 3 credits.

Non-U.S., non-British literature in English or in translation. Content may be limited by period or by geographical, cultural, political or thematic parameters. (May be repeated for credit when content differs.)

ENG 672. Studies in African-American Literature. 3 credits.

African-American authors of the 20th century in the context of the cultural and intellectual currents of their time.

ENG 673. Studies in Caribbean Literature. 3 credits.

Advanced study of the literary achievement of novelists, poets and dramatists of the Caribbean, with emphasis on diverse theoretical and historical approaches.

ENG 674. Studies in Women's Literature. 3 credits.

Works by, about, and relating to women, with attention to feminist criticism.

ENG 675. Reading and Research. 3 credits.

Supervised reading and research in the literature of the student's major field. (Admission by permission of the director of graduate studies; may not be repeated.)

ENG 683. Advanced Poetry Writing. 3 credits.

Individualized projects and workshops for second-year students. (May be included in the concentration in creative writing; may be repeated once; may be used once for preparation and development of a thesis.) *Prerequisite ENG 583.*

ENG 684. Advanced Fiction Writing. 3 credits.

Individualized projects and workshops for second-year students. (May be included in the concentration in creative writing; may be repeated once; may be used once for preparation and development of a thesis.) *Prerequisite ENG 584.*

ENG 685. Advanced Independent Work in Creative Writing. 3 credits.

Individualized projects in genres other than poetry or prose fiction for second-year students. (May be included in the concentration in creative writing; admission by permission of the instructor; may be repeated once; may be used once for preparation and development of a thesis.)

ENG 698. Comprehensive Continuance. 1 credit.

Continued preparation for the comprehensive examinations. (May be repeated as needed.)

ENG 699. Thesis Continuance. 2 credits.

Continued study, research and writing for the thesis. (May be repeated as needed.)

ENG 700. Thesis. 6 credits.

Required for *Master of Arts* candidates in the creative writing concentration. This course is graded on a satisfactory/unsatisfactory (S/U) basis.



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Health Sciences

Dr. Robert Koslow, Department Head

Dr. Janet Gloeckner, Graduate Coordinator, Dietetics & Health Sciences

Mr. James Hammond, P.A.-C, Graduate Coordinator, Physician Assistant Studies

Mr. Jeff Loveland, O.T.R., Graduate Coordinator, Occupational Therapy Studies

For information, call (540) 568-6510

Web site: <http://www.healthsci.jmu.edu/>

Professors

A. Bopp, P. Brevard, J. Hammond, R. Koslow, S. Stewart, J. Thompson, H. Travis, D. Wenos, M. Wessel

Associate Professors

B. Chandler, J. Gloeckner, D. Knitter, J. Loveland, D. Sutton, T. Syre, D. Torisky, T. Wagner, M. Warner

Assistant Professors

P. Bailey, S. Maiewski, M. Maloney, C. Peterson, J. Wenos

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Admission

Admission requirements for programs in the Health Science department vary by program. Refer to the specific program for admission criteria and deadlines.

Mission

The graduate programs in Health Sciences are committed to preparing students to become evidence-based critical thinkers in the health sciences. Specifically, these programs build upon the undergraduate health sciences programs by providing a more detailed knowledge base that is fortified by self-directed learning experiences and the development of practical, clinical, and/or research skills.

Goals

The specific goals of the graduate programs in Health Sciences are designed to help students develop their critical thinking abilities while expanding their knowledge in the rapidly changing health-related environments. Specifically, students will be able to:

§ critically evaluate the current research in the ever-broadening field of health.

Technical and Scientific Communication



- § access current literature in the health fields.
- § interpret current health-related research.
- § develop basic research skills.
- § describe and evaluate various health education models.
- § critically evaluate past and present health care administration strategies.

The mission and goals are based, in part, on the Standards for the Preparation of Graduate-Level Health Educators.

The mission of the Master of Science degree program in Health Sciences – Dietetics is to provide graduate education for practicing dietitians, those seeking to become Registered Dietitians, and for those from closely related fields who want to pursue graduate study in nutrition. Each student in the program will complete a research project in a selected area.

The mission of the Dietetic Internship at James Madison University is to provide a six-month supervised dietetic experience to qualified students in the Master of Science program in Health Sciences – Dietetics in order for them to achieve the competence of entry-level dietitians and the ability to apply current research findings to dietetics practice.

The Department of Health Sciences offers four degrees: Master of Science in Education, Master of Science, Master of Occupational Therapy and Master of Physician Assistant Studies. In addition, an interdisciplinary program in health care administration is offered as part of the Master of Business Administration.

In the Master of Science and the Master of Science and Education programs, courses must be selected with the approval of the major and minor advisers in accordance with the purposes of the student. Students electing a major or minor in the health sciences department are expected to have adequate undergraduate preparation in the chosen area of graduate study and satisfactory Graduate Record Examination scores.

Students entering the graduate program who do not possess entry-level health education competencies will be required to obtain these competencies with course work and assignments determined to meet the need as prerequisites of the program. Some undergraduate courses may be taken concurrently with graduate work.

Health Education

This 30-credit hour master's program will enable graduates to demonstrate a core level of knowledge and skills in relevant areas of health education research and practice. This program is based on the American Association for Health Education and the Society for Public Health Education *Standards for the Preparation of Graduate-Level Health Educators*. Graduate-level standards are built upon entry-level roles, responsibilities and competencies that reflect undergraduate health education preparation.

Students wishing to complete this program who have not had undergraduate health education preparation must work with their advisor to plan a program of appropriate undergraduate courses to meet entry level competencies in health education. This plan must be approved by the graduate coordinator during the first semester.

The Masters in Health Education requires completion of five core courses (15 credits), elective courses chosen with approval of the department academic adviser and either a non-thesis, directed research, or thesis option.

First Year	Credit
Fall Semester	Hours
HTH 655. Research Techniques	3
HTH 558. Health Planning	3
First Year	Credit
Spring Semester	Hours
MATH 522. Statistics for Researchers	3
HTH 552. Strategies for Health Change	3
Second Year	Credit
Fall Semester	Hours
HTH 669. Modern Health Care Administration	3

Non-Thesis Option: Master of Science in Education

This option is designed for graduate students who are practicing health educators. Students wishing to teach Pre-K-12 health must obtain licensure in health and physical education. (See graduate programs in Kinesiology for information on teacher licensure). Students will complete 15 credit hours in core courses and 6 credit hour electives in health sciences with a 9 credit hour minor in secondary or higher education. Students applying to the Master of Science in Education program must be admitted to both programs and have an adviser in education as well as in health sciences.

Directed Research Option: Master of Science in Health Sciences

Students pursuing this option will complete 15 credit hours in core courses, 9 credit hour electives in health sciences, and 6 credit hours of directed research. This research would be more applied and have a broader breath of investigation than the traditional thesis. Evaluation may be more qualitative than quantitative and projects may be structured to meet the current needs of the student's professional goals.

Thesis Option: Master of Science in Health Sciences

Students completing this option will earn 15 credit hours in core courses, 9 credit hours in electives in health sciences and 6 hours of thesis. Students choosing this option must follow the thesis guidelines of the College of Graduate and Professional Programs and the thesis guidelines and deadlines of the Department of Health Sciences.

Health Services Administration

The Department of Health Sciences cooperates with the College of Business Master of Business Administration program to offer a health services administration track within the Master of Business Administration program. This program is intended to provide practicing health professionals with the business skills and health systems knowledge necessary for promotion or to take advantage of new opportunities.

This track includes the following four courses:

- HTH 659. Health Care Environment (three credits)
- HTH 660. Health Economics (three credits)
- HTH 661. Financial Management of Health Services Organizations (three credits)
- HTH 669. Health Care Administration (three credits)

Three of these courses are used to meet Master of Business Administration elective requirements. Students in the health services administration track take HTH 661, Financial Management of Health Services Organizations, instead of FIN 655, Advanced Topics in Financial Management.

Students who have not had at least two years of work experience in a health services organization will be required to complete a three-month internship. Application for admission must be made to the College of Business Master of Business Administration program. Applicants must meet Master of Business Administration prerequisites requirements. Please refer to the Business Administration section (<http://cob.jmu.edu/mba>) for specific requirements for this concentration.

Health Sciences

This program is designed for a very limited number of students who have extensive health related experience and want to plan a specialized program of study. This 30-credit-hour master's program permits students to plan programs consistent with their needs and interests. This requires adviser and departmental approval. The program requires HTH 552, Strategies for Health Change and HTH 655, Research Techniques.

Dietetics Concentration

Dr. Janet Gloeckner, Graduate Concentration Coordinator

Phone: (540) 568-7084

A Master of Science degree may be pursued with a major in health sciences and a concentration in dietetics. The program includes course work in advanced nutritional biochemistry, applied nutrition, and research methods. Students must plan, conduct, and publish a research project. Students who want to study in the area of nutrition but have a limited background will need to fulfill prerequisite requirements in nutrition, organic chemistry, biochemistry, and statistics prior to full admission to the program.

Combined Master of Science/Dietetic Internship Program (MS/DI)

This program includes graduate education as outlined above and supervised practice experience to provide the skills necessary for professional practice in dietetics. Students will acquire new knowledge through course work and research and will apply that advanced knowledge to dietetic practice in a supervised setting.

Students with a Bachelor of Science degree in nutrition or a related field who meet American Dietetic Association (ADA) Didactic Program in Dietetics (DPD) requirements are eligible for admission to the combined MS/DI program. Students with a BS in a related field may have appropriate background for graduate study in nutrition. However, it is necessary to complete all requirements of a DPD prior to application to the DI. The department has an CADE-accredited undergraduate program to facilitate completion of DPD requirements. Certain courses may be taken at the graduate level to meet these requirements.

The MS/DI at James Madison University is accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association. Questions about accreditation can be directed to:

CADE
216 W. Jackson Blvd.
Chicago, IL 60606-6995
(312) 899-4876

The graduate program is designed so that students take a full credit load (9-12 hours) of classes during the first year on the JMU campus prior to the dietetic internship rotations. All M.S. degree requirements, including prerequisite courses and research, must be completed prior to the start of the internship rotations. Most of the graduate classes in dietetics are offered in the evening.

The internship involves six months of supervised practice in clinical nutrition, community nutrition, and food service management. Upon completion of the supervised practice competencies and all requirements for the M.S. degree, graduates will receive a signed Verification Statement and may apply for eligibility to take the Registration Examination for Dietitians.

Application Procedure

Students will apply to the Dietetic Internship and the Master of Science program in Health Sciences (concentration in Dietetics) at the same time. All required materials must be submitted by the deadline. Incomplete applications will not be considered.

To be considered for the combined MS/DI program, complete applications must be received by February 15th. Mailed applications for graduate admission must be sent to:

College of Graduate and Professional Programs
MSC 6702, James Madison University,
Harrisonburg, VA 22807

Application forms are available at <http://www.jmu.edu/gradprograms> and application may be made online. Sealed transcripts of all previous college and university work can be included with the mailed application (preferred) or sent directly to the College of Graduate and Professional Programs. A complete graduate application includes:

- § JMU College of Graduate and Professional Programs application (can be completed online).
- § An official transcript in sealed envelope from EVERY college or university attended.
- § Official results of the Graduate Record Examination (GRE) sent directly from the testing agency.
- § A \$55.00 check made payable to James Madison University (may be paid by credit card if applying online).

The Dietetic Internship application packet must be postmarked by February 15th and sent to:

Dr. Janet Gloeckner, Department of Health Sciences
MSC 4301, James Madison University
Harrisonburg, VA 22807

Applications are also available at the department Web site.

A complete DI application packet must contain the following items:

- § Completed dietetic internship application.

- § Signed DPD Verification Statement or Intent to Complete form.
- § A typewritten statement of educational objectives and professional goals (2 pages double spaced, maximum).
- § Three (3) letters of recommendation which include the ADA standard recommendation form AND a separate statement of the applicant's suitability for graduate study. Letters must be in a sealed envelope with the signature of the author across the back flap.
- § An official transcript in sealed envelope from EVERY college or university attended.
- § A photocopy of official GRE scores (official results of the GRE must be sent directly to the JMU College of Graduate and Professional Programs).
- § A \$30.00 check made payable to James Madison University.

All applicants must participate in computer matching through D&D Digital Systems. Applicants should obtain instructions and a mark/sense card to prioritize their internship preferences from their DPD Director or D&D Digital. This request should be made far enough in advance to allow turn around time for submitting by the February 15 postmark deadline. D&D Digital charges a fee for computer matching that is due with the applicant's prioritized ranking. Address requests to:

D&D Digital Systems
 304 Main Street, Suite 301
 Ames, IA 50010-6148

Minimum requirements for admission to the M.S./Dietetic Internship program are a 2.8 overall GPA, a 3.0 GPA in major courses, plus a combined minimum score of 800 with a 3.5 in analytical writing on the GRE. Information about the GRE may be obtained from:

Educational Testing Service
 Box 1025
 Berkeley, CA 94701

or

Box 592
 Princeton, NJ 08540

Minimum Requirements	Credit Hours
HTH 655/NUTR 660. Research Techniques/Research Methods in Dietetics;	3
MATH 522. Statistics for Researchers ²	3
NUTR 655. Integrated Nutrition ¹	3
NUTR 654. Current Topics in Foods ²	3
Choose one of the following options:	6-7
Nonthesis option	
NUTR 681. Directed Research in Dietetics I (two credits)	
NUTR 682. Directed Research in Dietetics II (two credits)	
NUTR 695. Seminar/Research Interpretation in Dietetics (one credit, twice)	
Thesis option	
HTH 700. Thesis (six credits)	
NUTR 695. Seminar/Research Interpretation in Dietetics (one credit)	
Choose one of the following options:	12
Internship option:	
NUTR 650. Nutrition Education/Counseling ³	
NUTR 651. Medical Dietetics Practicum	
NUTR 652. Nutrition Assessment ¹	
NUTR 656. Food Systems Management Practicum	
Noninternship option (choose four of the following):	
NUTR 545. Exercise and Nutrition ²	
NUTR 555. Theories and Practices of Weight Management ²	
NUTR 650. Nutrition Education/Counseling ^{3,4}	
NUTR 652. Nutrition Assessment ^{1,4}	
Elective (adviser approval required)	
Elective to be selected by all students in program (adviser approval required)	3

- 1 Fall only
- 2 Spring only
- 3 Summer only
- 4 Registered dietitians may petition to waive taking NUTR 650 and/or NUTR 652 and select one or two additional elective courses as replacements.

Interdisciplinary Program in Nutrition and Physical Activity

This 33-credit-hour master's program permits students to major in health sciences/dietetics or kinesiology with a concentration in nutrition and physical activity. Students must declare a major in either health sciences or kinesiology with a concentration in nutrition and physical activity. This graduate program has been planned for Registered Dietitians or persons with an undergraduate degree in dietetics, kinesiology, or a related area. This program is designed for the student who has an interest in nutrition and its role in physical activity.

An undergraduate degree with a major in dietetics, kinesiology or a related field is required. Courses in nutrition, exercise physiology, anatomy and physiology are prerequisites for admission to the program. Students should also check the prerequisites listed in the catalog for each course required. Thirty-three hours are required for the degree program, including a thesis or directed research on a selected topic in nutrition and physical activity. The degree program can be completed in as few as two academic years, with a maximum of six academic years. This program does not lead to the RD status recognized by the American Dietetic Association; however, students are encouraged to obtain the RD status by completing the Didactic Program in Dietetics requirements and competing for entry into the dietetic internship (NUTR 651 and NUTR 656), an additional six credits. A list of DPD requirements is available from the undergraduate coordinator of the dietetics program.

Minimum Requirements	Credit Hours
NUTR/KIN 555. Theories and Practices of Weight Management ₂	3
KIN 644. Metabolic and Cardiorepiratory Aspects of Exercise	3
KIN 645. Muscular, Hormonal and Environmental Aspects of Exercise ₁	3
KIN 650. Exercise Testing, Prescription and Evaluation ₂	3
HTH/KIN 655. Research Techniques ₂	3
MATH 522. Statistics ₂	3
NUTR 545. Nutrition and Exercise ₂	3
NUTR 652. Nutrition Assessment ₁	3
Choose one of the following:	3
NUTR 582. Nutrition and Metabolism ₁	
NUTR 655. Integrated Nutrition ₁	
Choose one of the following:	6
HTH/KIN 700. Thesis	
NUTR 681, 682, 695. Directed Research in Dietetics I-II and Seminar and Research in Dietetics	
	33

- 1 Fall only
- 2 Spring only

Minor Program

Health Sciences

A student working toward the Master of Education degree may minor in health sciences. A minimum of 12 credit hours in health sciences is required.

Course Offerings

Health Sciences

HTH 501. Workshop in Health and Nutrition. 1-3 credits.

An intensive investigation of a major current health problem such as sex education, drug abuse or

environmental health.

HTH 510. Human Sexuality. 3 credits.

Components of human sexuality as they relate to the physical, social and emotional health of children, adolescents and adults. Such topics as physical and sexual changes during adolescence, abortions and contraceptives are discussed.

HTH 549. Contemporary Health Issues. 3 credits.

An investigation of concerns in the area of health promotion, including cardiovascular health, fitness, the personal role of health education, drugs and drug abuse, and other selected topics.

HTH 552. Strategies for Health Change. 3 credits.

An in-depth analysis of health education strategies employed in altering individual and community health behavior.

HTH 558. Health Planning. 3 credits.

An intensive exploration of resources and techniques employed in planning and evaluating health programs designed to meet the specific health needs of communities and groups.

HTH 645. Practicum in Health Sciences. 1-3 credits.

Selected practicum experiences for students in the various health sciences graduate programs.

HTH 655. Research Techniques. 3 credits.

This course examines: the focus of research, literature review, research design, choices of method of analysis, data collection techniques and the various ways to conclude a research effort. The logic of statistical analysis is used to develop research designs. *Prerequisite: One statistics course.*

HTH 657. Chronic Diseases. 3 credits.

Survey of common chronic diseases of humanity with emphasis on prevention and early diagnosis. Topics include such diseases as cardiovascular, endocrine, ophthalmic, respiratory and neurological disorders.

HTH 659. Health Care Environment. 3 credits.

This is a survey course examining the U.S. health care system, federal and state health policy, and public and private providers. Comparisons of the U.S. system will be made with other systems in the industrialized world.

HTH 660. Health Economics. 3 credits.

Course explores economic dimensions of the health care delivery system: demand, demand-related human behaviors, competitive markets, economic models for care delivery, regulation and medical insurance. Delivery models of other industrialized nations are considered, as is how the U.S. system may be improved. *Prerequisite: Undergraduate microeconomics.*

HTH 661. Financial Management of Health Services Organizations. 3 credits.

This course emphasizes financial management in a variety of health care organizations. Activities include the study of patient accounting, third party reimbursement and cost reporting. There will be extensive use of microcomputer spreadsheet methods. *Prerequisites: Required: HTH 659; recommended: FIN 645.*

HTH 669. Modern Health Care Administration. 3 credits.

Study of health organizations' internal operations through examination of activities in various health agency settings.

HTH 671. School Health Practice. 3 credits.

Analysis of two areas of the school health program (health services and health instruction) with emphasis on planning, implementing and evaluating health services and instruction.

HTH 680. Reading and Research. 3 credits.

Directed reading in designated areas of specialized interest. Investigating, researching and reporting. Course may be repeated for credit, with permission of the department head, when content changes.

HTH 685. Field Work in Health. 3-6 credits.

Practical experience in applying health theory to problems encountered in a professional setting. Specific assignments will be determined by the needs of the student. (Amount of credit will be based on amount of experience acquired. No more than six hours can be counted toward a degree program.)

HTH 695. Directed Research. 3 credits.

This is for research designed to complete the Directed Research Option. The course must be taken twice. *Prerequisite: Permission of Graduate Coordinator.*

HTH 698. Comprehensive Continuance. 1 credit.

Continued preparation in anticipation of the comprehensive examination. Course may be repeated as needed.

HTH 699. Thesis Continuance. 2 credits.

Continued study, research and writing in the area of thesis concentration. Course may be repeated as needed.

HTH 700. Thesis. 6 credits.

This course is graded on a satisfactory/unsatisfactory (S/U) basis. *Prerequisite: HTH 655 or equivalent.*

Dietetics

NUTR 545. Nutrition and Exercise. 3 credits.

Addresses the relationship of nutrition and exercise and the effect of dietary intake. Techniques of nutritional assessment and counseling through dietary plans will be investigated. This course is designed especially for professionals who may be employed in physical fitness programs.

Prerequisite: NUTR 280 or equivalent.

NUTR/KIN 555. Theories and Practices of Weight Management. 3 credits.

An examination of the physiological, psychological and environmental theories of obesity. Current trends in obesity research are examined. A case study and laboratories are utilized to provide students with practical experience in conducting a weight loss program. *Prerequisites: BIO 270, BIO 290, NUTR 280 or permission of instructor.*

NUTR 582. Nutrition and Metabolism. 3 credits.

A study of the nutrients, their roles in intermediary metabolism, the effects of genetic errors in metabolism, nutritional deficiencies and means of assessing nutritional status. Agencies and programs concerned with nutrition and health and current trends in nutrition research are emphasized. The development of an individual nutrition research project, collection and reporting of data is required. *Prerequisite: NUTR 280, physiology, biochemistry and statistics.*

NUTR 650. Nutrition Education and Counseling. 3 credits.

Review of philosophy and provisions of major nutrition education of current research in the field of dietetics. Techniques of planning, implementing and evaluating programs. Theories and techniques of nutrition counseling. Nutrition education and counseling experience will be provided in a variety of settings. *Prerequisite: NUTR 384 or equivalent.*

NUTR 651. Medical Dietetics Practicum. 3 credits.

The application of nutritional care to a variety of medical situations in a health-care setting. This is a six-month off-campus practicum in a clinical setting taken simultaneously with NUTR 656. Course will be graded on an S/U basis. *Prerequisite: Admittance into the dietetic internship.*

NUTR 652. Nutrition Assessment. 3 credits.

Methods of assessing nutritional status of people in clinical and experimental settings. *Prerequisite: NUTR 384 or equivalent.*

NUTR 654. Current Topics in Foods. 3 credits.

In-depth study of a variety of current topics related to the United States and global food supply, food processing, food regulation, food marketing, and the relationship between foods and disease. *Prerequisite: NUTR 446 or equivalent.*

NUTR 655. Integrated Nutrition. 3 credits.

The biochemical and physiological processes involved in nourishing the body in health and in disease. *Prerequisite: NUTR 482 or 582.*

NUTR 656. Food Systems Management Practicum. 3 credits.

Food systems management in menu development, equipment and food procurement, cost control, food production and service, and personnel management. A six-month off-campus practicum in a clinical setting taken simultaneously with NUTR 651. Course will be graded on an S/U basis. *Prerequisite: Admittance into the dietetic internship.*

NUTR 660/HTH 655. Research Methods in Dietetics. 3 credits.

This course emphasizes skills in the initiation, conduct and interpretation of research, particularly that involving social science techniques applied to dietetics and health sciences. Emphasis is given to measurement issues, design, questionnaire development, survey techniques, field research, evaluation, quantitative (using SPSS) and qualitative analysis, and ethical issues. *Prerequisite: Undergraduate or graduate-level statistics course.*

NUTR 681. Directed Research in Dietetics I. 2 credits.

Advanced research in dietetics directed by a graduate advisory committee. Course will be graded on an S/U basis. *Prerequisites: Unconditional admission status in the graduate program and HTH 655.*

NUTR 682. Directed Research in Dietetics II. 2 credits.

Advanced research in dietetics research directed by a graduate advisory committee. Course will be graded on an S/U basis. *Prerequisites: NUTR 681.*

NUTR 695. Seminar and Research Interpretation in Dietetics. 1 credit.

Critical evaluation and interpretation of current research in the field of dietetics. Professional oral and graphic presentation of results obtained from research completed in NUTR 682 or HTH 700 required during the final semester in which the course is taken. May be repeated up to a total of two credits. *Prerequisite: Undergraduate statistics.*

NUTR 697. Directed Research Continuance. 1 credit.

Continued study, research and writing in the area of directed research project. Course may be repeated as needed, but does not count toward degree requirements. Course will be graded on an S/U basis.



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History

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Associate Professors

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Assistant Professors

K. Borg, L. King, S. Reich, M. Seth

[Admission](#)[Mission](#)[Program Guide](#)[Course Offerings](#)

Admission

In addition to the College of Graduate and Professional Programs qualifications for admissions, potential candidates must meet the requirements of the History department.

Admission requirements include completion of at least 24 undergraduate credit hours in history, or their equivalent, with approximately a "B" average or higher, and submission of satisfactory scores on the Graduate Record Examination General Test (GRE).

All applicants must also submit:

§ two letters of recommendation, one of which is from a professor in the history major

§ a brief essay (approximately 500 words) identifying your area of intended specialization and long-range career aspirations

Prerequisites for enrolling in graduate courses in history are GHIST 225, U.S. History, or equivalent, for courses in U.S.; and General Education history, or equivalent, for courses in European, African or Asian history.

Students seeking admission to the Master of Arts with teaching licensure must contact the School of Education.

The Department of History offers the Master of Arts degree with a major in history.

Mission

The Graduate Program in History at James Madison University offers concentrations in European, American, or Local/Regional/Public History. It permits students to deepen their understanding, acquire knowledge, and develop critical skills necessary for advanced research and writing in history. Through a blend of courses and internships, the program enhances levels of professional competence that demand mastery of the techniques of research, critical thinking, and careful oral and written communication. Graduates of the program are able to demonstrate an ability to understand and perform scholarly research with cross-disciplinary perspectives. We see this as

Technical and Scientific Communication



essential since it provides important skills designed to meet the changing needs of our students in society. To ensure that our mission is kept in focus, we require graduates to demonstrate an advanced knowledge in their specific areas of study.

These often-interrelated goals are achieved through coherent, orderly programs of study encompassing investigation and/or supervised practical experience. As part of a comprehensive university supported by public funds, the James Madison Graduate Program in History is committed to serving the needs of the Commonwealth of Virginia and the region. The Department of History's Graduate Program encourages students to develop strengths in critical and creative thinking, communication, and applied skills. A balanced combination of theoretical and practical studies prepares the successful graduate for advancement in the workplace, future educational opportunities, informed participation in today's increasingly more complicated society, and leadership in community affairs.

The Graduate Program in History serves multiple audiences. Since historians today practice their discipline in a variety of careers, we have expanded the more traditional tracks in American and European to include a concentration in Local/Regional/Public History. The concentration exposes students to the broad range of skills and issues associated with public history while providing them with a solid advanced background in history. Students also augment their academic training through internships in a range of public history settings including museums, archives, government agencies, libraries, historic preservation organizations, businesses, contract history firms, cultural resource management firms, and historic sites.

The Department of History Graduate Program actively supports all university and college goals and objectives.

The program offers an opportunity for concentration in three fields of history.

- § European history
- § United States history
- § Local/Regional/Public history

Minimum departmental requirements for the Master of Arts degree with a major in history are as follows.

- § Thirty graduate credit hours in history.
 - § Thesis Option: Students must complete a thesis for 3 credit hours.
 - § Non-Thesis Option: Students must complete 30 credit hours with at least 6 credit hours of course work outside the field of concentration (3 credit hours must be in a non-western area).
- § Completion of the second year of a college course in a modern foreign language with a grade of "C" or above, or successful completion of a reading examination approved by the history department in a modern foreign language.
- § Successful completion of an oral comprehensive examination in one of the three fields of concentration.
- § At least 6 credit hours of course work outside the field of concentration of which 3 credit hours must be in a non-western area.

The minor in history in the Master of Education degree requires 12 credit hours of graduate courses in history.

Prerequisites for enrolling in graduate courses in history are GHIST 225, U.S. History, or equivalent, for courses in U.S.; and General Education history, or equivalent, for courses in European, African or Asian history.

Program Guide

All Master of Arts students are required to complete the following courses.

First Year, Fall Semester

- HIST 671. Seminar in Historical Research Methods.
- HIST 672. Historiography

First Year, Spring Semester

- HIST 673. Graduate Research and Writing Seminar.

In addition to the semester-specific courses, students must complete one of the Non-Western history courses (Africa, Asia or the Middle East).

Course Offerings

HIST 600. Seminar in U.S. History: Early Period. 3 credits.

A topical approach to the study of early U.S. history. Topics might include Colonial America, the American Revolution, the Market Revolution, Civil War and Reconstruction, American Intellectual History or any pertinent topic falling within the pre-1877 period. Topic and professor offering the course will change with each offering. This course may be repeated when content is different. See e-campus for topic and professor.

HIST 601. Workshop in History. 1-3 credits.

Intensive study of topics of current interest and demand. Primarily designed for history and social studies teachers. Topic and professor offering the course will change with each offering. This course may be repeated when content is different. See e-campus for topic and professor.

HIST 602. Workshop in Colonial American Life. 3 credits.

This workshop is a study of life in colonial Virginia. Through the use of primary and secondary sources, the students research and aspect of Virginia culture and society. A week of the course is in Williamsburg, Virginia. Graduate students are expected to lead research groups and demonstrate a knowledge of secondary literature of the period.

HIST 603. Workshop in Civil War Virginia. 3 credits.

This workshop examines the impact of the Civil War upon Virginia and her citizens. It explores the secession crisis, tactical and technological developments, and the evolution into "hard war." A four-day battlefield tour will reinforce ideas discussed in the classroom. Students must demonstrate command of the historiography and key primary sources.

HIST 605. Seminar in U.S. History: Recent Period. 3 credits.

A topical approach to the study of recent U.S. history. Topics might include American Science and Technology, Industrialism, 20th-Century Diplomacy, Black Nationalist Thought, 20th-Century American Military History or any pertinent topic falling within the post-1865 period. Topic and professor offering the course will change with each offering. This course may be repeated when content is different. See e-campus for topic and professor.

HIST 610. Seminar in European History: Early Period. 3 credits.

A topical approach to the study of early European history. Topics might include Ancient History, Medieval Europe, Tudor-Stuart England, Renaissance and Reformation, the Era of the French Revolution or any pertinent topic falling within the pre-1815 period. Topic and professor offering the course will change with each offering. This course may be repeated when content is different. See e-campus for topic and professor.

HIST 611. Colonial America. 3 credits.

An interpretative survey of England's mainland colonies from 1558-1776, with special attention to the evolution of the first British empire, historiography and important primary sources.

HIST 613. The Anglo-American Constitutional Tradition. 3 credits.

Surveys Anglo-American political and constitutional traditions. Emphasizes the evolution of 17th and 18th century British constitutionalism, its transferal to the British North American colonies, and the development of the first national and state constitutions in the United States. Emphasis on historiography and study from primary sources.

HIST 615. Seminar in European History: Recent Period. 3 credits.

A topical approach to the study of recent European history. Topics might include Europe in the 19th century, Europe between the World Wars, Europe during the Cold War, Russia or any pertinent topic falling within the post-1789 period. Topic and professor offering the course will change with each offering. This course may be repeated when content is different. See e-campus for topic and professor.

HIST 620. U.S. History, 1763-1800. 3 credits.

An interpretive study of the political, economic, social and cultural history of the United States from the French and Indian War through the Federalist period. Particular emphasis is placed upon historiography and analysis of primary sources as reflected through class discussion, oral presentations and writing assignments.

HIST 622. U.S. History. 1789-1848. 3 credits.

An interpretative study of the political, economic, social, intellectual and cultural history of the United States from the ratification of the Constitution through the Mexican-American War. Particular emphasis placed upon historiography and analysis of primary sources as reflected through class discussion, oral presentations and writing assignments.

HIST 625. Civil War and Reconstruction. 3 credits.

A study of the background, development, personalities and aftermath of the Civil War. Special attention is given to the coming of the war and different explanations of its causes, and to the policies and significance of Reconstruction. Students must demonstrate command of the historiography and key primary sources.

HIST 628. American Workers in the Industrial Age, 1877-1948. 3 credits.

This course undertakes a critical examination of the impact of industrialization, race and gender, consumerism, the New Deal, and two world wars on the lives of American workers and their unions. Students will learn the major historiographical problems in American labor history and develop a mastery of the secondary literature.

HIST 630. The Gilded Age. 3 credits.

An interpretative study of U.S. history from the conclusion of the Civil War until the assassination of William McKinley, with special emphasis on industrialization, urbanization, western and overseas expansion, early reform movements and politics. Students will address historiography and examine primary sources.

HIST 631. Reform, World War and Prosperity. 3 credits.

An interpretative study of U.S. history from the rise of Theodore Roosevelt through the 1920s, with a focus on the progressive reform movement and the problems and issues generated by the Nation's emergence as a world power and an industrial urban society. Emphasis is placed on command of historiography and analysis of primary source material.

HIST 632. Depression, War and Cold War: U.S. History, 1929-1961. 3 credits.

An interpretive study of U.S. history from the onset of the Great Depression in 1929, through the inauguration of John F. Kennedy in 1961. The analysis of historical texts, historiography of major figures and seminal events, and interpretation of major debates and historiographical trends will be emphasizing in this seminar.

HIST 633. Reform, Upheaval and Reaction. 3 credits.

An interpretive study of U.S. history from the inauguration of John F. Kennedy in 1961 through the present. The analysis of historical texts, historiography of major figures and seminal events, and interpretation of major debates and historiographical trends will be emphasized in this seminar.

HIST 637. Practicum: Selected Topics in Local and Regional History. 3 credits.

Selected historical topics relating to the Shenandoah Valley and surrounding region are studied in depth. Students will undertake primary research and collaborate on final project. Topic and professor offering the course will change with each offering. This course may be repeated when content is different. See e-campus for topic and professor.

HIST 640. Graduate Internship in History. 3 credits.

Provides students with practical experience in using historical skills in a public or private agency. Periodic student reports and seminars are required. This course may be repeated for credit.
Prerequisite: Permission of department head.

HIST 650. Seminar in World History. 3 credits.

A topical approach to the study of history in areas aside from Europe and the United States. Topics might include Latin America, Modern Japan, Modern China, Modern Africa, Islamic World or any pertinent topic falling within parameters of concentration. Topic and professor offering the course will change with each offering. This course may be repeated when content is different. See e-campus for topic and professor.

HIST 653. Patterns of World History. 3 credits.

This course provides an introduction to the historiography and research methods of world history. Emphasis is on integrating local and regional studies into a larger framework of world/global history utilizing the themes and methodological approaches that have been developed by the major contributors to this subfield of history.

HIST 655. Global Political and Social Thought to Early Modern Times. 3 credits.

Seminar in examining and analyzing political and social theory from different cultures though the eighteenth century with emphasis on historiographical interpretation.

HIST 656. The Global Economy and Nationalism. 3 credits.

The course examines the growth of the global economy since the 14th century. Concentrating on world systems/dependency theory approaches, it investigates the emergence of capitalism, its relationship to modern nationalism, and the role that the concept of development has played in the contemporary organization of nation-states.

HIST 660. Modern Japan. 3 credits.

A study of Japanese history from around the mid-19th century to the present. Major topics include the Tokugawa Shogunate, the Meiji Restoration, the rise of militarism, the Pacific War, the occupation of Japan, and the new Japan. In depth analysis of the above topics through historiographical approach. Additional assignments.

HIST 661. Advanced Seminar in Marxist-Leninist Theory in Modern Global History. 3 credits.

Advanced examination and analysis of Marxist-Leninist theory and its impact; analytical study of the main Marxist texts and historiography.

HIST 662. The Rise and Fall of Nazi-Germany, 1918-1945. 3 credits.

An advanced study of the period of Nazi domination in Germany covering the Weimar Republic, the rise of the NSDAP, the Third Reich and World War II. The nature of totalitarianism, the character of Adolf Hitler and the general Weltanschauung of Germany under the Third Reich are emphasized.

HIST 663. Tudor-Stuart England. 3 credits.

A study of the economic, intellectual, political and religious development of the English people from 1485 to 1714, with particular focus on the constitutional struggles of the period. The analysis of historical texts, historiography of major figures and events, and interpretation of major debates and historiographical trends will be emphasized.

HIST 664. Renaissance and Reformation. 3 credits.

A study of High Medieval civilization as an introduction to the history of Modern Europe. Attention is given to the Italian and Northern Renaissance, the fragmentation of Western Christendom, the intellectual impact of Luther and Calvin on Western thought, and the structure of Tudor despotism in England. Students must demonstrate command of the historiography.

HIST 666. The Family, 1400-1800. 3 credits.

Detailed analysis of the bibliography, methods, substance and interpretations of family history in Europe and America. Emphasis will be on sources, structure, patterns of change and continuity and stages of family life to the Industrial Revolution.

HIST 670. Modern Africa. 3 credits.

Africa in the 20th century, with emphasis on Senegal, Ivory Coast, Ghana, and Zaire. Special attention is given to the legacy of the slave trade and the effects of colonization on independent Africa. *Prerequisite: HIST 395. Instructor's permission required to waive HIST 395 for non-history majors.*

HIST 671. Seminar in Historical Research Methods. 3 credits.

Systematic presentation of the theories and approaches to historical research, including detailed analysis of historiography past and present. *Required of all first year graduate students.*

HIST 672. Historiography. 3 credits.

An intensive reading colloquium focused on selected historiographical issues, topics, concepts, methodologies and interpretations of European history from the Renaissance to the end of the 20th century. Readings in American titles will cover issues and topics from the Colonial period to the end of the 20th century. Issues and readings will change with each offering. *Required of all first year graduate students.*

HIST 673. Graduate Research and Writing Seminar. 3 credits.

An intensive research and writing seminar focused on the process of conceptualizing, researching, writing and refining historical research papers grounded in primary sources. Emphasis will be on evaluation of sources, interpretation of evidence, refinement of presentation and development of professional standards of criticism. *Required of all first year graduate students.*

HIST 675. Soviet Russia. 3 credits.

The seminar covers the period from the Russian Revolution in 1917 to the present. Topics include: pre-revolutionary Russia, the Revolutions of 1917, Civil War, the 1920s Stalinism, World War II, the Cold War, the disintegration, the current situation in the former Soviet states, and the historiographical literature.

HIST 677. Medieval Europe. 3 credits.

Attention is focused on Europe in the Middle Ages, with a concentration on social and intellectual aspects and on the development of parliamentary institutions. Students must demonstrate command of the historiographical sources.

HIST 678. Europe since 1914. 3 credits.

An advanced study of the lands between Germany and Russia, from the Baltic to the Balkans. Emphasis is on the Hapsburg Monarchy and its successor states, the origins of the World Wars, the post-World War II communist governments, and the cultural and intellectual contributions of the Eastern European peoples.

HIST 680. Modern China. 3 credits.

An in-depth study of Chinese history since 1840, with particular emphasis on China's response to the West, the demise of imperial China, abortive experiments in republicanism, the origin and evolution of Chinese Communism under Mao and after Mao's death. The historiography of seminal figures and events will be emphasized.

HIST 681. Early Modern Europe: The New Worlds of Exploration and Science. 3 credits.

A study of the major changes in world view brought on by exploration and science in the 15th, 16th and 17th centuries in Europe. Attention is given to the causes of each movement as well as the individuals and the technology involved. Students must demonstrate command of the historiographical sources.

HIST 683. Baroque and Revolutionary Europe, 1648-1815. 3 credits.

This course examines the Old Regime, its institutions, the causes of popular revolts, the Enlightenment, the beginnings of industrialism, and the impact of the French Revolution upon Europe. Analysis of texts, the historiography of major figures and seminal events, and the interpretation of major debates and historiographical trends will be emphasized.

HIST 684. Nineteenth-Century European Civilization, 1815-1914. 3 credits.

An interpretive study of European history (and the historiography devoted to the period) from the Congress of Vienna to the outbreak of World War I. Particular attention is given to the intellectual climate of the period, with emphasis on liberalism, nationalism, socialism and nihilism.

HIST 685. The Arab Middle East, 1945 to Present. 3 credits.

A survey of the special problems which have beset the Arab Middle East since World War II. Special emphasis will be given to Palestinian Nationalism and to the PLO, to the origins of civil conflict in Lebanon, to Iraqi and Syrian Baathism, and to the revival of Islamic fundamentalism.

HIST 686. Europe Since 1914. 3 credits.

An interpretive study of European history (and the major interpreters of that history) from World War I to the Cold War, with special emphasis on the revolutions of 1917-1919, the rise of totalitarianism, the origins of the Second World War, the Cold War and its aftermath, and the continuing crisis of values.

HIST 687. World War II. 3 credits.

This course examines World War II in Europe and in Asia. The major military campaigns are discussed, as are collaboration, resistance and the War Crimes trials. Analysis of texts, the historiography of major figures and seminal events, and the interpretation of major debates and historiographical trends will be emphasized.

HIST 690. Special Topics in History. 3 credits.

Selected topics are studied in depth. Topic and professor offering the course will change with each offering. This course may be repeated when content is different. See e-campus for topic and professor. *Prerequisite: Permission of department head.*

HIST 691. Editing Historical Documents. 3 credits.

A seminar in the techniques of analyzing manuscript collections in order to create an edition of historical documents. Both the theory and methodology of documentary editing will be emphasized, including collection, selection, transcription, annotation, proofing, illustration, indexing, and publication. Software tools and issues will be considered.

HIST 692. American Material Culture. 3 credits.

Focused readings on material culture studies. Readings explore approaches, theories, and methods of various disciplines that utilize material culture as evidence. Emphasis is on persistent themes in material culture studies including regional variation and cultural transfer, identity formation and class issues, consumerism, and ethnicity and acculturation.

HIST 693. Historic Preservation. 3 credits.

An introduction to the philosophy and technique of historic preservation. Course examines the Secretary of the Interior's guidelines for restoration, state and National Register forms and procedures, historic architecture, structural analysis, restoration techniques as well as the business aspects of historic preservation projects. Students undertake leadership assignments for architectural field assessments and National Register nominations.

HIST 694. Introduction to Museum Work. 3 credits. (Cross-listed as ART/ARTH 594.)

A study of the philosophy and practice of museum work. Emphasis on museum administration, conservation, exhibition and education. Provides background for internships and employment in the field. Students undertake a focused research project as well as leadership assignments for class projects.

HIST 696. Introduction to Public History. 3 credits.

An introduction to the varied and interdisciplinary "field" of public history—such as community/local history, historic preservation, archives, historical archaeology, museum studies, business and policy history, documentary editing and publishing, and documentary films—through readings, class discussions, occasional guest speakers, occasional field trips, and an extended public history research project.

HIST 697. Genealogical Research and Family History. 3 credits.

A seminar on the theory and methodology of genealogical research, including the critical evaluation of sources, incisive documentation, on-line resources, and the critical analysis of research findings. The course will require extensive utilization of local and state repositories and engagement with local research topics as well as with personal data. Personal genealogical information should be collected and secured at home before the state of the semesters.

HIST 698. Comprehensive Continuance. 1 credit.

Continued preparation in anticipation of the comprehensive examination. Course may be repeated as needed.

HIST 699. Thesis Continuance. 2 credits.

Continued study, research and writing in the area of thesis concentration. Course may be repeated as needed.

HIST 700. Thesis. 3 credits.

This course is graded on a satisfactory/unsatisfactory (S/U) basis.



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Integrated Science and Technology

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Admission

The program is targeted for a broad audience. The admission process will seek a diverse student body with grounding in basic science and experience in business, industry, government or education. An entrance expectation is that the applicant will have completed a minimum of 15 semester credit hours in the natural sciences and mathematics at the undergraduate level. Hence, admission to the program may be granted to students with a variety of undergraduate majors in areas such as the physical sciences, computer science, selected areas of education, engineering, operations research, and information and decision sciences. Admission decisions will be collectively based on the following considerations.

§ Graduation from a regionally accredited college or university

§ Undergraduate grade point average

§ Test scores from Graduate Record Exam (GRE), Graduate Management Admissions Test (GMAT), or Miller Analogy Test (MAT).

§ Official transcripts from all colleges or universities attended

§ Industrial, business, government, or educational experience as indicated by current vita

Applicants are requested to submit a cover letter to the Graduate Coordinator as a supplement to application. Letters of recommendation are strongly encouraged. Correspondence between the applicant and the ISAT Graduate Committee is strongly encouraged.

Mission

The mission of the Integrated Science and Technology Masters Program is to provide diverse and experienced professionals with an educational experience that facilitates in-depth knowledge and skills across a variety of integrated scientific and technological disciplines utilizing a systems approach.

Technical and Scientific Communication



Major components of the program are:

- § The curriculum and teaching methods are in constant touch with the realities of the world of work.
- § The curriculum is aimed at developing a graduate with strong collaborative and communicative skills.
- § The curriculum develops skills in information technology and knowledge management that are applicable to a broad range of professional careers.
- § The curriculum is flexible and amenable to change in order to remain current with the nation's developing critical technologies and with the imperatives of a changing national economy.
- § The graduate will be educated to think in terms of solving technologically based problems from a systems perspective, including non-technological elements such as politics, economics, and ethics.

The Integrated Science and Technology program offers a program of study that leads to the Master of Science degree in Integrated Science and Technology. The program offers a solid foundation in applied science and technology with a distinct theme in systems. Students acquire quantitative tools for applied systems analysis and design, and for the management of technological issues encountered in contemporary professional practice. The curriculum stresses the use of computers for modeling and simulation, for the management of information and technology, and for research methodology. The curriculum is unique in its incorporation of social, legal and political aspects of science and technology.

Students focus on selected areas of science and technology with practical, in-depth exposure to the size and complexity of contemporary problems. Depth will be provided through thesis or project study in one of several strategic technology areas distilled from the national critical technologies. These areas include biotechnology, information technology, manufacturing, energy and the environment. Such a class of graduates is unique in having

- § breadth of knowledge and skills across a variety of scientific and technological disciplines;
- § formal training in collaborative and leadership methods, problem solving techniques from many disciplines, and use of the computer as a problem solving tool; and
- § the ability to integrate scientific and technological factors with political, social, economic, and ethical considerations in problem solving.

By developing a systems approach to problem solving, the graduate will be skilled in identifying and capitalizing on the fact that most problems encountered in business or government are inherently systems problems. Characteristics of such systems involve complex interplay of technical, social, political, regulatory, and business issues; multiple, interdependent groups, units, or organizations working in coordination with sometimes conflicting needs; rapid flow of information between individuals and groups; multi-step processes for making products or decisions with ample opportunity for feedback and bottlenecks; and numerous local random events and disturbances that profoundly affect the performance of the overall system.

Integrated Science and Technology

The 30-credit hour curriculum consists of 15 credit hours of common core courses followed by 15 credit hours of elective courses tailored to the individual course of study. The core component reinforces the student's foundation in science, explores methods of research and analysis in a multidisciplinary environment, and imparts sensitivity to the social context of applying science and technology.

As part of the curriculum, students will be required to complete a six-credit thesis or capstone project. This project/thesis will require students to conduct research, evaluate potential solutions, and implement the selected solution.

Entrance, Continuation and Exit Requirements

Enrolled students will be provided with the *ISAT Graduate Student Handbook*. This document provides background information about the university, the college, ISAT, and the ISAT Masters Curriculum. It is intended to facilitate progress through the program by identifying the skills all entering students should have, and as a guideline for progress.

All full-time students must attend an orientation held the working day prior to the start of term. Part-time students are strongly encouraged to attend the orientation. The purpose of this workshop is to define the guidelines that will facilitate successful completion of the degree. ISAT faculty and Masters' candidates will discuss strategies for success, group dynamics, and provide tutorials in selected skill areas.

Graduation requires successful completion of 30 graduate credit hours in a sequence approved by the student's graduate adviser with a GPA of 3.0 or better, and with no more than six credit hours of C's. Time limitations for completion of the program will follow College of Graduate and Professional Programs guidelines.

Curriculum Components and Details

The 30 credit-hour curriculum for the Master's Degree in Integrated Science and Technology includes a 12-15 credit core program consisting of 4-5 courses in integrated science and technology; 12 graduate elective credits approved by the adviser; and 6 credits of capstone project or thesis research.

The minimum requirements for the program and program course descriptions follow.

Minimum Requirements	Credit Hours
ISAT 510. Foundations in Integrated Science and Technology ¹	3
ISAT 610. Social Context of Science and Technology	3
ISAT 620. Research Methods in a Multidisciplinary Environment	3
ISAT 630. Computer Modeling and Simulation	3
ISAT 640. Information and Technology Management	3
Approved electives	12
ISAT 690/700. Capstone Project/Thesis	6
	<hr/> 30-33

¹The first core course, ISAT 510, is intended for students requiring additional preparation in science, its methods, and multi-disciplinary problem solving.

As part of the strategic area, the student will be required to complete a six-credit thesis or capstone project. This project/thesis will involve research, investigation and development undertaken by students individually and/or as part of project teams.

To complete the program in one year, students must accomplish two, 12-hour semesters which represents a course overload. A student is encouraged to complete two core courses and two electives per semester. Six hours of thesis, ISAT 700, will be completed in the summer following the second semester.

Course Offerings

ISAT 501. Workshop in Technology. 1-3 credits.

Intensive study of special topics in technology of relevant interest. May be repeated for credit when content is different.

ISAT 510. Foundations in Integrated Science and Technology. 3 credits.

This course introduces the student to the fundamental concepts of science and the methodologies required for using an integrated problem-solving approach in the technical area. ISAT graduates are ineligible.

ISAT 515. Energy Systems. 3 credits.

This course will present an overview of energy generation and distribution technologies that are in use or under development. Selected technologies will be covered in detail including the underlying scientific principles. In addition, students will study tools and techniques used to measure, control, and analyze energy consumption.

ISAT 525. Environmental Systems. 3 credits.

This course covers the basics of environmental pollution, processes, and control technologies. Three

major areas of environmental concern (air, water, and waste) are addressed. Environmental risk and decision making are discussed. Topics are presented in an integrated manner in the context of the regulatory programs. Participation in environmental projects such as impact assessment, site remediation, water quality management, air quality monitoring are required.

ISAT 530. Manufacturing Systems. 3 credits.

This course covers systematic and analytical treatment of manufacturing systems to identify opportunities for improving existing systems, to design more effective systems, and to improve decision-making processes in manufacturing. Topics include manufacturing systems; tools for automation and integration in manufacturing; automated process planning; technology change and strategies for implementing new technologies; and others.

ISAT 540. Information and Technology Management Systems. 3 credits.

This course focuses on the representation, manipulation, storage, and retrieval of data, information and knowledge from both a historical and contemporary perspective. Students will be introduced both to programming skills and also to introductory concepts in database design and development. The course will stress aspects of data quality, privacy, and security

ISAT 550. Biotechnology Systems. 3 credits.

This course is an intensive survey of the scientific foundations of biotechnology. Specific topics include the history, theory, and applications of recombinant DNA technology, genetic engineering, transgenic organisms, and the role of biotechnology in society.

ISAT 551. Bioinformatics. 3 credits.

The amount of DNA sequence data being collected today is increasing rapidly. The student will learn, through lectures and hands-on laboratory exercises, a compendium of algorithms that can search for sequence similarities, create alignments for finding consensus sequences, model three-dimensional structures and more. *Prerequisites: ISAT 351, ISAT 454 and ISAT 340 (or their equivalents), or permission of the instructor (requires knowledge of Molecular Biology and database technology).*

ISAT 580. Readings and Research. 1-3 credits.

This course will allow graduate and advanced undergraduate students to undertake intensive study of selected topics that are of special interest. May be repeated when content changes. *Prerequisite: Permission of instructor.*

ISAT 610. Social Context of Science and Technology. 3 credits.

Critical perspectives on the economic and political systems as they affect scientific research and technological activity in the U.S. and the world. Case studies of major public policy debates involving science and technology. Identifying institutional players and their value commitments, describing political relationships among players, and designing dynamic solutions to social context dilemmas.

ISAT 620. Research Methods in a Multidisciplinary Environment. 3 credits.

An introduction of applied systems analysis approach to problem solving in a multidisciplinary context. Applications taken from biotechnology, energy, environment, health, information management, and manufacturing. Topics include introduction to systems analysis and its application to social systems, technological systems, and systems in nature; systems characterization and optimization; advanced project management.

ISAT 630. Computer Modeling and Simulation. 3 credits.

Use of simulation tools to understand and optimize commonly occurring systems in the concentration areas. Development of simulation models, validation of models, and use of models to aid decision making. Topics include: applicability and limitations of simulation models; the model-building process; discrete-event models; dynamic models; deterministic and stochastic models; system optimization and validation.

ISAT 640. Information and Technology Management. 3 credits.

This course focuses on the acquisition, representation, storage, retrieval, and distribution of data, information and knowledge from both a historical and contemporary perspective. It places special emphasis on IKM technology in science and technology and the information economy, the management of data, information, and knowledge as critical enterprise assets. Students will study computer systems as tools for information and knowledge management and examine ethical, legal, and social issues in the management of data, information, and knowledge, including intellectual property, privacy, and security.

ISAT 650. Advanced Integrated Science and Technology. 3 credits.

This course focuses on applied science and technology applications for K-12 teachers and industry trainers. Students will develop and assess sources of information on applied science and technology and develop inquiry-based activities to incorporate new issues in applied science and technology into existing curricula.

ISAT 651. System Requirements Analysis. 3 credits.

This course will introduce students to the theory and practice of system requirements analysis and definition. Students will explore issues surrounding stakeholder identification and interaction, needs assessment, prototyping, and technical requirements specification. Consideration will be given to various aspects of system requirements, including human factors analysis, traceability, testability, and validation.

ISAT 652. Regulatory Issues. 3 credits.

The course will introduce the policy process affecting regulation and deregulation of various industries. Study of the theory behind and the institutional forms of regulation will be supplemented by case studies of specific industries. The course will also look at international politics and trade as they affect regulatory regimes globally. *Prerequisite: ISAT 610.*

ISAT 653. Quantitative Systems Analysis. 3 credits.

Focuses on the life-cycle model of systems design and development. Includes concepts related to data modeling, economic evaluation, optimization methods, human factors, queuing theory, system test and evaluation, and design validation techniques. Object-oriented analysis and design considerations emphasized. *Prerequisite: ISAT 630.*

ISAT 654. Advanced Technology Management. 3 credits.

This course will introduce students to methods, tools, and techniques for effective management of technology development and application including management of technology within a company; R&D management; Test and Evaluation procedures and metrics; investment strategies; intellectual property issues; fostering entrepreneurship; managing innovation; and technology transfer. The course will also address managing technology as a tool, e.g., equipment modernization. *Prerequisite: ISAT 640.*

ISAT 655. Technology Assessment. 3 credits.

This course will introduce students to the theory and methods of technology assessment and transfer. Students will apply techniques such as risk analysis, cost-benefit analysis, forecasting, trend impact analysis, and technology sequence analysis to assess the impacts of new technologies on society. In addition, students will study the process of technology innovation, diffusion, and transfer in the context of both developed and developing nations. *Prerequisite: ISAT 620.*

ISAT 656. Systems Design Methodology. 3 credits.

This course introduces applied systems analysis in a multidisciplinary context. The course introduces methods for planning, implementing, and evaluating management information systems. Topics include data and process modeling, requirements definition, design synthesis, verification, analysis, and control tools. Projects cover applications in biotechnology, energy, environment, health, information management, and manufacturing. *Prerequisite: ISAT 620 or permission of instructor.*

ISAT 657. Management Information Systems. 3 credits.

This course examines the organizational and technological foundations of information systems in a production operations setting. Topics include selecting and implementing tools and systems, database management, information integration, production planning and execution systems, supply chain integration and management and managing system security. *Prerequisite: ISAT 640 or permission of instructor.*

ISAT 658. International Contexts of Science and Technology. 3 credits.

This course will make students aware of the global nature of scientific and technological decision-making and sensitive to the impact of culture on science and technology issues. Research and development system of the United States is placed in a global context. A comparative study of the R&D systems around the world is done. International technical issues, where solutions transcend political boundaries, are covered.

ISAT 680. Reading and Research. 1-3 credits.

Opportunity for supervised reading and research in areas of special interest to the student. Reading and research may be done only in the major field of study.

ISAT 690. The Capstone Project. 6 credits.

The required capstone project for all non-thesis graduate students. Emphasis will be in the student's

designated strategic area, but integrated with at least one other area. The project/thesis will report the results of a project, investigation, or development undertaken by the student individually or as part of a project team.

ISAT 698. Comprehensive Continuance. 1 credit.

Continued preparation in anticipation of the comprehensive examination. Course may be repeated as necessary.

ISAT 699. The Capstone Project/Thesis Continuance. 2 credits.

Students completing registration for the maximum number of hours of project credit are required to register for continuance each semester, including summer, until they have received their degree. Continuance credits carry no credit hour production and do not count toward graduate program requirements

ISAT 700. Thesis. 6 credits.

A research thesis with an emphasis in the student's designated strategic area, but integrated with at least one other area. The thesis will report the results of original research undertaken individually by the student.



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Kinesiology and Recreation Studies

Dr. Michael Goldberger, Director

Dr. M. Kent Todd, Graduate Coordinator

For information, call (540) 568-6145

Web site: <http://www.jmu.edu/kinesiology>

Professors

J. Flohr, M. Goldberger, J. Williams

Associate Professor

L. Ham, P. Kellers, M. Saunders, K. Todd

Assistant Professors

C. Sidman, J. Singer, M. Slattery

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Admission

In addition to the College of Graduate and Professional Programs qualifications for admissions, potential candidates must meet the requirements of the School of Kinesiology and Recreation Studies. Contact the school for more information.

Mission

The Department of Kinesiology and Recreation Studies is dedicated to the development of future leaders in professions that maximize the potential of individuals and society through exercise, sport and leisure activities. Graduate programs in the department include: exercise science, sport and recreation studies, and physical education.

Program goals are to help students:

§ Identify and describe important issues relevant to exercise science, sport, recreation and physical education.

§ Educate others about the relevance of exercise, sport and leisure to individuals and to society.

§ Develop and administrate safe, effective and scientifically based physical activity, sport and leisure programs that address individual, community and societal needs.

§ Enable students to evaluate the quality of information germane to the disciplines of physical activity, sport and leisure.

§ Develop the skills needed to conduct quality research.

§ Conceive a cognate area of study within the professional field in which they intend to work.

The Department of Kinesiology and Recreation Studies offers a Master of Science degree with

Technical and Scientific Communication



concentrations in clinical exercise physiology, exercise physiology, nutrition and physical activity, athletic administration and coaching, sport and recreation management, and general kinesiology and recreation studies. Each concentration offers either a thesis or non-thesis option. The school also offers a five-year program leading to a Master of Arts in Teaching (M.A.T.) designed for initial licensure to teach physical and health education.

In all programs, courses must be selected with the approval of the major and minor advisers in accordance with the professional goals of the student. Students electing a major or minor in kinesiology and recreation studies are expected to have satisfactory Graduate Record Examination scores and adequate undergraduate preparation including at least one course in a cognate area of the discipline.

Some undergraduate courses may be taken concurrently with graduate work.

Master of Science Concentrations

Exercise Science: Clinical Exercise Physiology

This 36-credit hour program leads to a Master of Science degree with a major in Kinesiology and a concentration in Clinical Exercise Physiology. The program is designed to prepare students to work with clients with a variety of pathological or clinical disorders. Clients may include those with cardiovascular, pulmonary, metabolic, immunological, inflammatory, orthopedic, and neuromuscular disorders. Other clients may include persons from geriatric, pediatric or obstetric populations. Graduates of this program will be prepared to work in hospital-based and community wellness programs, as well as other clinical settings. Program goals were developed in conjunction with the knowledge, skills and abilities identified by the American College of Sports Medicine (ACSM) as essential for preparation as a Registered Clinical Exercise Physiologist.

Minimum Requirements	Credit Hours
KIN 540. Clinical Exercise Physiology I	3
KIN 640. Clinical Exercise Physiology II	3
KIN 542. Exercise Programs for Special Populations	3
KIN 644. Metabolic and Cardiorespiratory Aspects of Exercise	3
KIN 645. Muscular, Hormonal and Environmental Aspects of Exercise	3
KIN 655. Research Techniques	3
KIN 681. Internship in Exercise Science	6-9
Electives (Selected under advisement)	9-12
	36

Example Electives

KIN/NUTR 555. Theories and Practices of Weight Management	3
KIN 650. Exercise Testing and Prescription	3
KIN 670. Program Development for Wellness Centers	3
KIN 697. Directed Research in Kinesiology	3
KIN 700. Thesis	6
HTH 552. Strategies for Health Change	3
NUTR 545. Nutrition and Exercise	3
HUTR 582. Nutrition and Metabolism	3
NUTR 655. Integrated Nutrition	3
PYSC 515. Basic Counseling Skills	3
SCOM 680. Special Topics in Health Communication	3

Exercise Science: Exercise Physiology

This 33-credit hour Exercise Science program leads to a Master of Science degree with a major in kinesiology and a concentration in the area of exercise physiology. Students in this program receive background preparation necessary for doctoral work in exercise physiology as well as expertise in physiological testing, exercise prescription and research. Graduates of this program have been successful in pursuing advanced degrees in exercise physiology and/or have been placed as exercise

physiologists in the fitness/wellness industry including cardiac rehabilitation settings. Program goals were developed in conjunction with the knowledge, skills and abilities identified by the American College of Sports Medicine as essential for successful professional preparation. All students are required to do directed research, however students may select either a thesis or non-thesis option.

Minimum Requirements	Credit Hours
KIN 542. Exercise Programs for Special Populations	3
KIN 547. Principles and Strategies of Athletic Development	3
KIN 644. Metabolic and Cardiorespiratory Aspects of Exercise	3
KIN 645. Muscular, Hormonal and Environmental Aspects of Exercise	3
KIN 650. Exercise Testing, Evaluation and Prescription	3
KIN 655. Research Techniques	3
MATH 522. Statistics for Research	3
Choose one of the following:	3-6
KIN 697. Directed Research in Kinesiology	
KIN 700. Thesis	
Approved electives	6-9
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Exercise Science: Nutrition and Physical Activity

This interdisciplinary program has been planned for persons with an undergraduate degree in kinesiology, dietetics, including registered dietitians, or an approved area, and is designed for individuals interested in nutrition in exercise performance settings. Courses in nutrition, exercise physiology, human anatomy and physiology are prerequisites for admission. Students enrolled in this 33-credit hour program must declare a major in either health sciences/dietetics or kinesiology with a concentration in nutrition and physical activity, and will be assigned an adviser in both departments.

A thesis or directed research on a selected topic in nutrition and exercise is required. Although this program does not lead to the RD status by the American Dietetic Association, students may obtain this status by completing additional requirements. A listing of these requirements is available from the undergraduate coordinator of the dietetics program (also see Dietetics).

Minimum Requirements	Credit Hours
KIN/NUTR 555. Theories and Practices of Weight Management	3
KIN 644. Metabolic and Cardiorespiratory Aspects of Exercise	3
KIN 645. Muscular, Hormonal and Environmental Aspects of Exercise	3
KIN 650. Exercise Testing, Prescription and Evaluation	3
KIN/HTH 655. Research Techniques	3
MATH 522. Statistics	3
NUTR 545. Nutrition and Exercise	3
NUTR 652. Nutrition Assessment	3
Choose one of the following:	3
NUTR 582. Nutrition and Metabolism	
NUTR 655. Integrated Nutrition	
Choose one of the following:	6
KIN/HTH 700. Thesis	
NUTR 681, 682, 695. Directed Research in Dietetics I-II and Seminar and Research in Dietetics	
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Sport Studies: Athletic Administration/Coaching

This 33-credit hour sport studies program is designed for students who wish to pursue a career in athletic administration and/or coaching. Students who complete the athletic administration/coaching

requirements are prepared to work at all levels including secondary and collegiate athletics. Graduates of this program may find employment in such positions as high school and college coaches, athletic directors and youth sports programs administration. An internship is required in this program.

Minimum Requirements	Credit Hours
KIN 570. Administration in Sport Studies	3
KIN 678. Theories and Issues of Coaching	3
KIN 625. Social Issues in Sport Studies	3
KIN 631. Philosophy of Sport Studies	3
KIN 655. Research Techniques	3
KIN 675. Legal Aspects of Sport Studies	3
KIN 685. Internship in Sport Studies	3
6 hours of approved electives or KIN 700 (Thesis)	6
Athletic Administration option:	
KIN 572. Facilities in Sport, Recreation & Exercise Programs	3
Approved elective	3
Coaching option:	
KIN 547. Principles and Strategies of Athletic Development	3
Choose one of the following:	3
KIN 510. Principles of Motor Learning	
KIN 506. Advanced Biomechanics	
KIN 622 Motivation and Achievement in Sport	
	33

Sport Studies: Sport and Recreation Management

The 33-credit hour Sport Studies program is designed for students who wish to pursue a career in sport or recreation management. Students who complete the sport/recreation management requirements are prepared to work in administrative positions in sport, recreation and leisure studies. Graduates of the sport studies program may find employment in such positions as high school and college recreation, professional and amateur organizations, public and private recreation organizations, sporting goods manufacturers, youth sports programs, and event facility management. An internship is required in this program.

Minimum Requirements	Credit Hours
KIN 570. Administration in Sport Studies	3
KIN 572. Facilities in Sport, Recreation & Exercise Programs	3
KIN 625. Social Issues in Sport Studies	3
KIN 631. Philosophy of Sport Studies	3
KIN 655. Research Techniques	3
KIN 673. Fiscal Management of Sport, Recreation & Exercise Programs	3
KIN 675. Legal Aspects of Sport Studies	3
KIN 685. Internship in Sport Studies	3
Choose one of the following:	9
Nine hours of approved electives	
KIN 700. Thesis (6 credits) and one approved elective (3 credits)	
	33

General Kinesiology and Recreation Studies

This 33-credit hour program leads to a Master of Science degree with a major in kinesiology and a concentration in general kinesiology and recreation studies. The degree program is designed for students who wish to combine advanced study in kinesiology or recreation with an approved support area. All students are required to do directed research, however students may select either a thesis or non-thesis option. Both options require completion of 18-21 credit hours of core courses,

9 hours of approved support area and 3-6 elective hours.

Minimum Requirements	Credit Hours
KIN 510. Principles of Motor Learning	3
KIN 631. Philosophy of Sport Studies	3
KIN 655. Research Techniques	3
Choose one of the following:	3
KIN 547. Principles and Strategies of Athletic Development	
KIN 644. Metabolic and Cardiorespiratory Aspects of Exercise	
KIN 645. Muscular, Hormonal and Environmental Aspects of Exercise	
Choose one of the following:	3
KIN 622. Motivation and Achievement in Sport	
KIN 625. Social Issues in Sport Studies	
Choose one of the following:	3-6
KIN 697. Directed Research in Kinesiology	
KIN 700. Thesis	
Approved support area of study	9
Approved electives	3-6
	33

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) leads to an initial Virginia licensure to teach physical and health education PK-12. This graduate program is offered as a fifth-year for students who have completed prerequisite courses and experiences at the undergraduate level. A listing of the undergraduate courses may be found in the current JMU *Undergraduate Catalog*. Post-baccalaureate degree students who are interested in the MAT program should consult with the PHETE coordinator, Dr. Jacqueline Williams, to determine their prerequisite status.

To be fully admitted to the fifth-year MAT program, students must have completed the following requirements.

- § Satisfy all requirements for admission to the teacher education program.
- § Complete the undergraduate curriculum with a cumulative GPA of 2.5 or better. JMU graduates must have a 3.0 in their last 60 hours.
- § Achieve a passing score on the PRAXIS exam.
- § Satisfy all requirements for admission to the College of Graduate and Professional Programs.

Minimum Requirements	Credit Hours
KIN 511. Technology in Health and Physical Education	3
KIN 512. Instructional Methods in Middle and Secondary Physical Education	3
KIN 513. Professional Issues for Prospective Physical and Health Educators	3
KIN 610. Curriculum Design & Development in Health and Physical Education	3
KIN 611. Teaching Diverse Populations in Health and Physical Education	3
KIN 612. Analysis of Teaching & Learning	3
KIN 625. Social Issues in Sport	3
KIN 683. Secondary Internship in Health and Physical Education	4
KIN 683S. Seminar for Professional Practice	2
Choose one of the following:	3
KIN 655. Research Techniques	
HTH 655. Research Techniques	
EDUC 630. Inquiry in Education	
Approved elective	3
	33

Minor in Kinesiology

A student working toward the Master of Education degree may minor in kinesiology. A minimum of 12 credit hours in kinesiology is required. All courses must be approved by the minor adviser.

Course Offerings

Kinesiology

KIN 501. Workshop in Kinesiology. 1-3 credits.

An intensive study of one aspect of kinesiology that is of current concern to physical educators in the field.

KIN 506. Applied Biomechanics. 3 credits.

A study of biomechanical concepts and applications as they relate to sport and physical activity. Specific attention will be given to the application of biomechanical concepts and principles in the analysis of movement skills. *Prerequisites: KIN 306 or permission of instructor.*

KIN 510. Principles of Motor Learning. 3 credits.

Principles and theories of learning motor skills and their applications in teaching and coaching physical education activities.

KIN 511. Technology in Health and Physical Education. 3 credits.

Addresses technological issues related to education and explores a variety of educational technologies available to enhance the instruction of physical and health education. An action plan for the utilization of educational technologies will be developed.

KIN 512. Instructional Methods in Middle and Secondary Physical Education. 3 credits.

A detailed study that builds upon the undergraduate instructional methods in physical education with developmentally appropriate teaching and management techniques for middle and secondary physical education. An in-depth review of the theoretical framework of the teaching styles and application of such in a practical setting are vital components.

KIN 513. Professional Issues for Prospective Physical and Health Educators. 3 credits.

An in-depth examination of current issues and research on teaching and teachers in physical and health education

KIN 540. Clinical Exercise Physiology I. 3 credits.

A study of the benefits, risks and strategies for exercise testing and programming for persons with cardiovascular and metabolic disorders. Prevalence, economic ramifications, pathophysiology, clinical manifestations, assessment, pharmacology, potential benefits and risk of exercise, strategies for exercise programming and other relevant topics are emphasized.

KIN 542. Exercise Programming for Special Populations. 3 credits.

This course will include an in-depth study of the recommended procedures for exercise testing and prescription for non-diseased special populations, children and youth, elderly, women and pregnant women.

KIN 547. Principles and Strategies of Athletic Development. 3 credits.

A study of the physiological aspects of strength and flexibility development. Topics include muscle fiber and connective tissue characteristics, neural control, and training adaptations related to both general fitness and sport-specific training programs. *Prerequisite: an undergraduate course in exercise physiology or permission of the instructor.*

KIN 555. Theories and Practices of Weight Management. 3 credits.

An examination of the physiological, psychological and environmental theories of obesity. Current trends in obesity research are emphasized. Case studies and laboratories are utilized to provide students with practical experience in constructing a weight loss program.

KIN 570. Administration in Sport Studies. 3 credits.

Specific problems and new developments in the administration of sport and exercise programs, including business procedures, equipment, facilities, conduct of athletic events, school law and liability, staff and public relations.

KIN 572. Facilities in Sport, Recreation and Exercise Programs. 3 credits.

The planning, construction, maintenance and utilization of sport, exercise and recreation facilities.

KIN 575. Gender Issues in Sport. 3 credits.

A study of the institutional, political and societal perpetuation of gender identity and its relationship to sport participation.

KIN 610. Curriculum Design and Development in Health and Physical Education. 3 credits.

An advanced study that builds upon the undergraduate elementary curriculum course by focusing on the middle and secondary student, curriculum models, and the development of effective and futuristic physical education units and programs that meet the needs of the populations.

KIN 611. Teaching Diverse Populations in Health and Physical Education. 3 credits.

The diversity of student populations in schools relates to differences in ability, socioeconomic status, cultural background, race, religious beliefs, sexual orientation and gender. This is an in-depth study of appropriate teaching methods that celebrate diversity and inclusion. Experiences will serve to diminish fears and the perpetuation of stereotypes, and to allow opportunities to plan and implement activities in which all students are challenged and successful.

KIN 612. Analysis of Teaching and Learning. 3 credits.

An in-depth look at assessing and improving teaching. A systematic approach to improving teaching techniques and assessments of student learning will be discussed and implemented in a practical setting.

KIN 622. Motivation and Achievement in Sport. 3 credits.

The study of sport performance including achievement motivation, individual aggression, attribution theory and goal setting. Application of theoretical concepts to teaching and coaching for optimal performance.

KIN 625. Social Issues in Sport Studies. 3 credits.

Current research and literature in the sociology of sport. Emphasis is on sport in American culture; issues in international sport are considered.

KIN 631. Philosophy of Sport Studies. 3 credits.

A critical review of literature concerning the nature and significance of sport from a philosophic perspective, including current modes of inquiry. Implications for sport in education are also discussed.

KIN 640. Clinical Exercise Physiology II. 3 credits.

A study of the benefits, risks, strategies for exercise testing and programming for persons with respiratory, neuromuscular, skeletal and immunological diseases, as well as psychological disorders. Prevalence, economic ramifications, pathophysiology, clinical manifestations, assessment, pharmacology, potential benefits and risk of exercise and exercise programming strategies.

KIN 644. Metabolic and Cardiorespiratory Aspects of Exercise. 3 credits.

An advanced course in exercise physiology that examines the acute responses and chronic adaptations of the metabolic, cardiovascular, and respiratory systems. *Prerequisite: an undergraduate course in exercise physiology or permission of the instructor.*

KIN 645. Muscular, Hormonal, and Environmental Aspects of Exercise. 3 credits.

An advanced course in exercise physiology that examines the acute responses and chronic adaptations of the neuromuscular system, and hormonal and environmental factors that influence the body's response to exercise. *Prerequisite: an undergraduate course in exercise physiology or permission of the instructor.*

KIN 649 A, B, C. Practicum in Fitness Programs. 1 credit each.

A practicum designed to allow students in the adult fitness program to gain experience as an exercise leader, an exercise-testing technician, and in procedures used to prescribe exercise in healthy subjects and patients with chronic disease. *Prerequisite: permission of the instructor.*

KIN 650. Exercise Testing, Evaluation and Prescription. 3 credits.

An in-depth analysis of preventive and rehabilitative exercise program design, exercise testing, electrocardiography and exercise prescription. *Prerequisite: KIN 644 or permission of instructor.*

KIN 655. Research Techniques. 3 credits.

Skill in the initiation, conduct and interpretation of research. Laboratory procedures in physical education, recreation, exercise science, and athletics are included as well as historical, philosophical

and descriptive methods. Special emphasis is given to laboratory, experimental, field and action research.

KIN 670. Program Development for Wellness Centers. 3 credits.

A study of the development, implementation and administration of wellness/fitness programs that emphasize the adult population.

Kin 673. Fiscal Management of Sport, Recreation and Exercise Programs. 3 credits.

An overview of fiscal resources and financial administration of sport and recreation programs and facilities. The course will focus on the financial administration of public agencies, private organizations and commercial enterprises. Management areas relating to financial principles and policies, sources of revenue, types of expenditures, budget preparation, and preparation of grant proposals will be discussed.

Kin 675. Legal Aspects of Sport Studies. 3 credits.

A study of legal issues related to the administration of sport and recreation facilities, programs, and services. An in-depth analysis of the legal foundations and responsibilities of sport and recreation agencies including tort and constitutional law, liability and risk management, contractual law, human resource management, and the legislative and judicial processes.

KIN 678. Theories and Issues of Coaching. 3 credits.

Both theoretical and practical aspects of coaching in secondary schools and higher education.

KIN 680. Reading and Research. 3 credits.

Directed reading in designated areas and specialized interests. Investigating, researching and reporting. *Prerequisite: permission of the instructor.*

KIN 681. Internship in Exercise Science. 3-9 credits.

Provides students a practical experience in exercise testing and prescription, program administration and other professional responsibilities in wellness/fitness or clinical exercise physiology. Specific assignment is based on student need. Taken in the final semester of program. *Prerequisite: permission of the instructor.*

KIN 683. Secondary Internship in Health and Physical Education. 4 credits.

An advanced supervised teaching experience at the middle or high school level in both health and physical education settings. Enables the preservice teacher an opportunity to apply effective teaching techniques and innovative forms of instruction and organization at the secondary level. *Corequisite KIN 683S.*

KIN 683S. Seminar for Professional Practice. 2 credits.

An opportunity for student teachers to reflect on their teaching skills, critically assess their experiences and to nurture life-long professional development. Connecting theory to practice. *Corequisite: KIN 683, Secondary Internship in Health and Physical Education.*

KIN 685. Internship in Sport Studies. 3-6 credits.

Practical experience in applying administrative theory to problems encountered in a professional setting. Specific assignments will be determined by the needs of the student. (Amount of credit will be determined by the amount of experience acquired; no more than six hours can be counted toward a degree program.) *Prerequisite: permission of the instructor.*

KIN 697. Directed Research in Kinesiology and Recreation Studies. 3 credits.

Advanced research in kinesiology and/or recreation under the direction of a graduate advisor. Course will be graded on an S/U basis. *Prerequisite: KIN 655. Research Techniques and permission of the instructor.*

KIN 698. Comprehensive Continuance. 1 credit.

Continued preparation in anticipation of the comprehensive examination. Course may be repeated as needed. *Prerequisite: permission of the instructor.*

KIN 699. Thesis Continuance. 2 credits.

Continued study, research and writing in the area of thesis concentration. Course may be repeated as needed. *Prerequisite: permission of the instructor.*

KIN 700. Thesis. 3-6 credits.

Prerequisite: KIN 655 or equivalent and permission of the instructor.

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Music

Dr. Jeffrey Showell, Director

For information, call (540) 568-6197

Web site: <http://www.jmu.edu/music>

Professors

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Associate Professors

B. Cockburn, J. Hiatt, W. Huang, S. Reid, G. Ritcher

Assistant Professors

B. Chandler, C. Donakowski, J. Haney, M. Kirkdorffer, A. Lankford, J. Minor, M.J. Speare, C. Stevens

[Admission](#)[Mission](#)[Assistantships](#)[The Curriculum](#)[Concentrations](#)[Music Minor](#)[Course Offerings](#)

Admission

A student entering a graduate degree program in music is expected to have completed an undergraduate degree with a major in music or its equivalent and have a grade point average of 3.0 or better in music studies.

In addition to College of Graduate and Professional Programs requirements (including successful completion of the GRE General Exam), the School of Music administers its own diagnostic examinations in written theory, ear training and music literature prior to the student's first semester. The school also requires successful completion of any deficiencies by the time 18 credit hours of study have been completed.

In addition to these general requirements, conducting majors must pass examinations in conducting, and those in choral conducting must pass tests in sightsinging, keyboard skills and language diction, while instrumental students must pass examinations in score reading, keyboard skills and orchestration. Performance majors must successfully pass an audition, while theory/composition majors must submit scores and/or tapes of original works showing satisfactory potential as composers or documented materials demonstrating adequate skills and capabilities in theory.

Refer to <http://www.jmu.edu/music/auditions/graduate.html> for specific graduate audition details.

Mission

The James Madison University School of Music is committed to the highest level of music training. It offers graduate degrees in conducting, music education, performance, and music theory/composition. Graduate work involves post-baccalaureate focused study to achieve mastery of a specific field of music. For each degree concentration, the graduate program seeks to provide a



course of study and environment for excellence.

To fulfill this mission, the James Madison University School of Music strives to:

- § introduce students to the most advanced knowledge in their specific field;
- § provide the means for enhanced professional accomplishment and supervised practical experience;
- § foster the means and ability to carry out scholarly research and creative projects;
- § prepare students for continuing development and study in doctoral programs.

The School of Music is an active unit of approximately 375 undergraduates, 30 graduate students, and a faculty and staff of 50. More than 200 performances are given on campus each year by students, 25 student ensembles, faculty, faculty ensembles, guest artists and clinicians. The level of performance is highly professional and several ensembles and soloists enjoy regional and national prominence.

The school's graduate students represent a wide variety of fine undergraduate institutions and a range of experiences that makes possible a valuable interchange among students and faculty. The faculty/student ratio also allows for a close relationship and provides the opportunity for individualized instruction in many areas.

The School of Music offers a Master of Music degree with concentration options in conducting, music education, performance and theory/composition. The program seeks to provide an opportunity for the highest degree of musical development and professional training for each student, appropriate for careers in teaching, performance and composition of music. Conducting majors will undertake a comprehensive study of the literature of their medium, develop advanced insights into the musical ideas and structure of the major works, and refine their conducting and rehearsal skills.

Performance majors will specialize in activities that develop the technical mastery and musical maturity essential to the art of making music involving their chosen instrument or voice. Student composers will immerse themselves in the techniques and aesthetics of musical creation and will become aware, through intensive examination, of the music and musical thought of all style periods, especially that of the present and immediate past. Music education students will examine the foundations and principles underlying the practices of their profession and will develop both scholarly and technical abilities essential to a continuing development as effective teachers and leaders.

All concentrations in the Master of Music degree program must complete a minimum requirement of 32 hours of graduate credit. In addition to opportunities to broaden and improve skills through music electives, music education majors have the option to pursue courses selected from programs in elementary, secondary or higher education. Graduate students who major in non-music programs may elect the graduate music minor, earning a minimum of 12 hours of graduate credit in courses approved by the music school's coordinator of graduate studies.

As per JMU College of Graduate and Professional Programs requirements, successful completion of the Master of Music degree includes an oral comprehensive examination to be arranged at a date convenient for the master's candidate, adviser and comprehensive committee.

Students electing to minor in music are expected to have completed an undergraduate minor in music or must demonstrate acceptable competencies or skills appropriate to an undergraduate minor at JMU.

Post-baccalaureate, post-master's and other qualified students may enroll in certain courses on a limited basis. For details concerning requirements and deadlines, contact the coordinator of graduate studies for the School of Music.

The School of Music is a full member of the National Association of Schools of Music.

Assistantships

Teaching and nonteaching graduate assistantships in music are awarded each year on a competitive basis. Specific assignments in applied music, ensembles, music education, theory and literature, accompanying, and administration are based on students' qualifications and School of Music needs. In addition to an attractive stipend, all assistantships include tuition scholarship for nine graduate credit hours during each fall and spring semester. For more detailed information, procedures for application and deadlines, contact the coordinator of graduate studies for the School of Music.

The Curriculum

The courses in each Master of Music degree concentration are to be distributed among courses in the major area, cognate courses in music, approved electives and a significant major project.

Concentration projects are:

- § Conducting – a lecture recital
- § Music education – a thesis, document or research project in MUED 691
- § Performance – a recital or lecture recital
- § Theory/composition – a composition project, or a thesis or document in theory

All entering students who apply for admission to the Master of Music degree program are required to complete a core curriculum comprised of 10-11 credits which will serve as a basis for designing their programs of study. The core curriculum is composed of the following: MUS 600, Introduction to Graduate Study in Music (three credits); specified literature courses (six credits for conducting students, three for all others – choice to be governed in part by placement examination); a theory course designated for the particular concentration (two-three credits); and MUAP, applied study or ensembles (two credits minimum).

All students are expected to complete the core curriculum at the earliest opportunity, in a sequence approved by their adviser.

Prior to the end of the first semester, or after completion of nine hours of credit in the Master of Music program, students will submit a program of study form to the graduate coordinator upon approval by their adviser.

At least one-third of the required credits in a program must be earned in the area of concentration. At least one-half (15-16 credits) of the required total credits must include courses from the 600 level and above. No more than six credits in workshops (501) may be used to meet minimum requirements for the degree.

Concentrations

Conducting

	Credit Hours
Minimum Requirements	
MUS 600. Introduction to Graduate Studies in Music	3
MUS 601. Graduate Seminar in Music History	3
MUS 605. Analytical Studies in Music Literature	3
Music Literature	9
Choral track: ¹	
MUS 556 and 557. Choral Literature	
Wind track: ²	
MUS 564. Symphonic Literature	
MUS 548. History and Literature of Wind Performance	
Orchestral track: ²	
MUS 562, 563, 578 or 579. Romantic, 20th-Century, Baroque or Classical Music	
MUS 564. Symphonic Literature	
MUAP 610. Applied Conducting: ³	6
(three credits each term) A minimum of six credits are to be earned in one of the courses below; any of the other courses may be taken as electives:	
MUAP 610A. Choral Conducting	
MUAP 610B. Orchestral Conducting	
MUAP 610C. Wind Conducting	
MUAP 696. Lecture Recital	2
Approved electives, 500-600 level	6
	<hr style="width: 100%; border: 0.5px solid black;"/> 32

¹ Admission to the choral conducting concentration requires, in addition to the School of Music requirements in ear training, written theory and music history, successful completion of entrance examinations in conducting, keyboard skills, sight-singing, and French, Latin, German and Italian diction. Undergraduate or graduate credit in a course in vocal pedagogy must be presented for graduation. ² Admission to the instrumental concentration requires, in addition to the School of Music requirements in ear training, written theory and music history, successful completion of entrance examinations in conducting, keyboard skills and orchestration. ³ Lab in ensemble will be required each semester of

enrollment in applied conducting.

Music Education

	Credit Hours
Minimum Requirements	
MUS 548, 556, 557, 562, 563, 564, 578 or 579. Music Literature	3
MUS 600. Introduction to Graduate Study in Music	3
MUED 670. Principles and Practices in Music Education	3
MUED 671. Research in Music Education	2
Choose one of the following:	6
MUED 680 (three credits) and Music education elective courses (three credits) ₁ MUED 700. Thesis (six credits)	
Music courses (MUS) Theory, Arranging, Counterpoint, Analytical Studies in Music Literature or Music Theory Practices	2-3
Applied music study (MUAP) (may include two credit ensembles)	4
Approved electives ^{1,2}	6-7
	<hr/> 30

1 MUED 660 and 661 are strongly recommended as electives for students pursuing the degree during the summer.

2 A student may choose an option in elementary, secondary or higher education (eight credits) or may select approved courses in music, music education or applied music, and/or courses from the respective education minors.

Performance ¹

	Credit Hours
Minimum Requirements	
MUS 600. Introduction to Graduate Study in Music	3
MUS 601. Graduate Seminar in Music History	3
MUS 605. Analytical Studies in Music Literature	3
MUS 562, 563, 578 or 579. Music Literature	3
MUAP 500 level. Ensembles ₂	2-4
MUAP 600 level. Applied major ₂	6-9
MUAP 695 or 696. Recital or Lecture Recital ₂	1-2
Music electives in theory, literature and pedagogy	3
Approved electives, 500-600 level	3-6
	<hr/> 32

1 Voice majors must exhibit competence in French, German and Italian diction. Eight credits each of two languages (equivalent to the 101-102 level at JMU) are expected. Voice majors are also required to have completed at least one course in vocal pedagogy for graduation; courses taken at the undergraduate level may meet this requirement. 2 Minimum of 11 credits in the applied major, ensemble and recital credits.

Theory/Composition

	Credit Hours
Minimum Requirements	
MUS 600. Introduction to Graduate Study in Music	3
MUS 601. Graduate Seminar in Music History	3
MUS 605. Analytical Studies in Music Literature	3
MUS 551, 552, 651 or 652. Music Composition ₁	4-6
MUS 562, 563, 578, 579. Music Literature	3
MUAP courses. Applied Studies and/or Ensemble	2
MUS 700. Thesis in Theory or MUS 697. Composition Project, or MUS 680.	3-6
Electives in music literature, performance, pedagogy and additional composition ₂	6-9
	<hr/> 32

1 Composition majors are required to take the six-hour option. 2 Theory-composition majors are required to have completed two courses in counterpoint and one course in electronic music for graduation. Courses taken at the undergraduate level may satisfy this requirement.

Music Minor

	Credit Hours
Minimum Requirements	
MUS courses. Music courses	3
MUED 600 level. Music Education Courses	3
Electives	6
Music (MUS), Music Education (MUED) and Applied Music (MUAP) courses.	
Workshop courses, 501 and independent studies 680, 690 and 691 not to exceed a total of three credit hours applicable to the minor.	
Applied Music (MUAP) courses, lessons and/or ensembles, not to exceed three credits.	
	12

Course Offerings

Music

MUS 520. Piano Technology. 1-2 credits.

The acoustical and mechanical design and history of the piano theory of tuning and temperaments; advanced procedures and techniques of regulating and voicing pianos. Additional hour of credit for tuning lab.

MUS 540. Jazz Improvisation Laboratory II. 1 credit.

Presents intermediate to advanced improvisation skills in the jazz idiom alone for graduate music majors. Emphasis is on the theoretical analysis of chord progression as well as creative musical application. A research paper dealing with advanced musical improvisation concepts is required. *Prerequisite: Permission of instructor.*

MUS 541. Vocal Arranging. 2 credits.

Students explore the art of arranging songs for solo and choral groups with or without accompaniment. Multiple styles and choral ensemble types are included. Those enrolled in 541 are responsible for rehearsing and leading performances sung by the class and university ensembles.

MUS 542. Instrumental Arranging. 2 credits.

Arranging for various instrumental ensembles, including techniques of orchestration. Class projects include orchestrating excerpts for brass, woodwind, and string ensembles, and a complete arrangement for full wind ensemble or symphony orchestra.

MUS 543-544. Counterpoint. 2 credits each semester.

Modal and tonal counterpoint. Two, three and four voice forms, florid counterpoint. Study of imitative techniques and form analysis. *Prerequisite: MUS 242 or equivalent.*

MUS 548. History and Literature of Wind Performance. 3 credits.

A survey of the history of literature for wind and percussion ensembles from pre-Renaissance to the present. Emphasis on 20th-century literature including works of Husa, Holst, Vaughan Williams, Grainger, Hindemith and Schwantner.

MUS 551-552. Music Composition. 2-3 credits each semester.

Composition in 20th-century styles and techniques. Individualized instruction for theory-composition majors. *Prerequisite: Permission of instructor. Three credit hours for theory-composition majors only.*

MUS 556. Choral Literature I. 3 credits.

An advanced survey of choral literature from the pre-Renaissance through the Classical period including a cappella and accompanied works. A thorough examination will be undertaken of the parallel trends in keyboard and instrumental music through the mature works of Beethoven.

MUS 557. Choral Literature II. 3 credits.

An advanced survey of choral literature from the Romantic period through the present, including small and large form repertoire and a cappella and accompanied works. A thorough examination will be undertaken of the parallel trends in keyboard and instrumental music.

MUS 560. Piano Literature I. 2 credits.

An advanced study of Baroque and Classical literature for the piano encompassing solo and concerto repertoire from literature for clavichord, harpsichord and pianoforte through the mature works of Beethoven.

MUS 562. Music of the Romantic Period. 3 credits.

An advanced study of nineteenth-century western music and its historical contexts. Includes concentration on Beethoven, Schubert, Weber, Berlioz, Mendelssohn, Liszt, Chopin, Wagner, Verdi, Brahms and their contemporaries.

MUS 563. Twentieth-Century Music. 3 credits.

An advanced study of historical and compositional trends of 20th-century European and American composers. Includes atonal music, neo-classicism, serial music, indeterminacy, electronic music, pluralism, minimalism, and neo-Romantic music.

MUS 564. Symphonic Literature. 3 credits.

An advanced study of symphonic literature concentrating primarily on major composers and compositions from the Baroque Era to the present.

MUS 565. Opera History and Literature. 3 credits.

An advanced study of the history of opera ca. 1600 through the 20th century.

MUS 567. Solo Vocal Literature. 3 credits.

An advanced survey of specific areas of vocal literature to include the early English air, classic Italian art songs, the German lied, the French art song and contemporary art song..

MUS 568. Organ Literature. 2 credits.

A survey of organ literature from 1600 to present. Emphasis will be placed on style characteristics of each historical era with some demonstration at the organ where appropriate.

MUS 569. Church Music. 2 credits.

A course for organists designed to develop the practical skills required of a church musician. Study and performance of hymns, solo and anthem accompaniments, liturgies of major religious denominations and selected church music for the church year. *Prerequisite: Level five organ proficiency.*

MUS 570. Piano Literature II. 2 credits.

An advanced study of Romantic, Impressionistic and 20th-century literature for the piano, including solo and concerto repertoire, with an emphasis on stylistic trends of the 20th century.

MUS 573. Projects in Private Piano Pedagogy. 2 credits.

Topics of special interest to the private piano teacher: overview of current methods, materials and repertoire for teaching beginning, intermediate and advanced students; teaching techniques and strategies; preparing students for college level piano study; business procedures for maintaining a private studio; electronic and computer aids in the piano studio.

MUS 576. Music Theory Practices. 3 credits.

Common-practice music theory with an introduction to 20th-century analysis. Current theory texts are examined.

MUS 577. Vocal Pedagogy. 2 credits.

An advanced survey of scientific and empirical approaches to vocal pedagogy.

MUS 578. Music of the Baroque Period. 3 credits.

An advanced study of western music and its historical contexts from ca. 1590-1750.

MUS 579. Music of the Classical Period. 3 credits.

An advanced study of the music of Pre-classic composers, Mozart, Haydn, early Beethoven and their contemporaries.

MUS 598. Selected Topics in Music. 1-4 credits.

Courses in music which are of a topical nature. May be repeated.

MUS 600. Introduction to Graduate Study in Music. 3 credits.

Research as a discipline; current trends and types of research in music. Overview of bibliographical and other resources for music study. Research in bibliography and techniques culminating in a research paper in area of concentration.

MUS 601. Graduate Seminar in Music History. 3 credits.

A topical approach to the study of music history. Topics might include: Music since 1950, Music of Beethoven, Debussy Schoenberg and their followers, History of the Concerto, or any pertinent musical topic. Topic and professor offering the course may change each semester. This course may be repeated when content is different. See e-campus for current topic and professor.

MUS 605. Analytical Studies in Music. 3 credits.

Analysis of representative works from selected periods. Consideration will be given to melody and rhythm, harmony, texture, and overall form. *Prerequisite: MUS 576 or permission of instructor.*

MUS 651-652. Music Composition. 2-3 credits each semester.

Advanced original composition utilizing various 20th-century styles and techniques. *Prerequisite: Music 551-552. Three credit hours for theory-composition majors only.*

MUS 680. Document in Music Theory. 3 credits.

Final research project for theory/composition majors specializing in theory, who choose three credits of course work and a smaller document rather than the thesis. Follows thesis procedures.

MUS 690. Special Studies in Music. 1 - 3 credits.

Opportunity for supervised independent study in areas of special interest to the student. May be repeated for credit.

MUS 697. Composition Final Project and Recital. 3 credits.

Project shall be a work for large ensemble. Instrumentation and scope to be determined in consultation with the composition instructor. In addition, students will present a recital of their original works, the majority of which must have been composed during the student's graduate course of study in the School of Music.

MUS 698. Comprehensive Continuance. 1 credit.

Continued preparation in anticipation of the comprehensive examination. Course may be repeated as needed.

MUS 699. Thesis Continuance. 2 credits.

Continued study, research and writing in the area of thesis concentration. Course may be repeated as needed.

MUS 700. Thesis. 6 credits.

This course is graded on a satisfactory/unsatisfactory (S/U) basis.

Applied Music

Applied music instruction is offered in conducting, piano, voice, organ, harpsichord or an orchestral instrument. Permission to register for applied music must be granted by the appropriate applied division. Students in a performance concentration are expected to continue major study each semester enrolled.

MUAP 500-level. Applied Music. 1-2 credits.

(Minor area and non-degree students.)

One or two 30-minute lessons per week. Two credits available only by permission of the graduate studies coordinator.

MUAP 510. Applied Conducting. 1-2 credits.

(Minor study and elective.)

Applied study, with limited ensemble assignment. May be required of conducting applicants not meeting all requirements for major study. *Prerequisite: permission of instructor.*

MUAP 510A. Choral Conducting.

See course description for MUAP 510.

MUAP 510B. Orchestral Conducting.

See course description for MUAP 510.

MUAP 510C. Wind Conducting.

See course description for MUAP 510.

MUAP 600-level. Applied Music. (Major area for Master of Music students.) 1 - 3 credits.

MUAP 610. Applied Conducting. (Major study.) 3 credits.

Limited to advanced conductors. Applied study, with assignment to one or more ensembles.

MUAP 610A. Choral Conducting.

See course description for MUAP 610. Entrance based on demonstration of advanced competence in conducting and meeting entrance requirements in sight-singing, keyboard skills, and French, Latin, Italian and German diction.

MUAP 610B. Orchestral Conducting.

See course description for MUAP 610. Entrance to major instrumental study based on demonstration of advanced competence in conducting and meeting the entrance requirements in keyboard score reading skills and orchestration.

MUAP 610C. Wind Conducting.

See course description for MUAP 610. Entrance to major instrumental study based on demonstration of advanced competence in conducting and meeting the entrance requirements in keyboard score reading skills and orchestration.

MUAP 695. Graduate Recital. 1 credit.

A public performance including advanced repertoire in a variety of styles. MUAP 695 or MUAP 696 is required of all students with a major in performance in the *Master of Music* degree program.

Prerequisite: Permission of major applied division.

MUAP 696. Graduate Lecture Recital. 2 credits.

A public lecture/performance demonstrating knowledge of advance repertoire in a variety of styles. Recital must be accompanied by a formal document. MUAP 695 or MUAP 696 is required of all students with a major in performance in the *Master of Music* degree program. MUAP 696 is required of all majors in conducting. *Prerequisite: Permission of major applied division.*

Music Ensembles

MUAP 500-level. 1 credit.

Ensembles are required in performance tracks and recommended as electives in other programs. In consultation with the adviser, students may elect the following ensembles, most of which require an audition. May be repeated.

- MUAP 535. Chorus
- MUAP 537. Marching Band
- MUAP 540. Chorale
- MUAP 541. Madison Singers
- MUAP 543. Opera Theater (1-2 credits)
- MUAP 544. Chamber Orchestra
- MUAP 545. Symphony Orchestra
- MUAP 546. Wind Symphony
- MUAP 547. Jazz Ensemble
- MUAP 548. Jazz Band
- MUAP 550. String Ensemble
- MUAP 551. Woodwind Ensemble
- MUAP 552. Brass Ensemble
- MUAP 553. Guitar Ensemble
- MUAP 554. Percussion Ensemble
- MUAP 556. Flute Choir
- MUAP 557. Piano Accompanying and Ensemble
- MUAP 559. Keyboard Performance Practicum –Organ

Music Education

MUED 501. Workshops in Music Education. 1-3 credits.

Designed to provide a variety of workshop experiences; many workshops are particularly appropriate for teachers in elementary and secondary schools. The content of each will be determined by interest and demand.

MUED 570. Marching Band Procedures. 2 credits.

Skills and knowledge needed to organize, administer, plan and teach marching band shows including shows for various competitions, parades, football, basketball and festival events; techniques for developing both marching and playing style through a functional method of fundamental drills.

MUED 571. Jazz and Show Choir Procedures. 2 credits.

Skills and concepts needed to organize, administer, plan, teach and perform in jazz or show choirs will be taught. Techniques of commercial vocal style and choreography for the show choir will be covered.

MUED 598. Selected Topics in Music Education. 1 - 4 credits.

Courses in music education which are of a topical nature. May be repeated.

MUED 660. Introduction to Graduate Study in Music Education. 1 credit.

This course provides an overview of the goals and guiding principles for the Masters of Music with a concentration in Music Education. The required portfolio project will be begun in this course.

MUED 661. The Professional Portfolio. 1 credit.

This course provides the opportunity to draw together the strands of the Masters of Music with a concentration in Music Education in the form of a professional portfolio and in preparation for the comprehensive exam and the thesis/document.

MUED 670. Principles and Practices in Music Education. 3 credits.

The foundations underlying music education programs and practices found in the history of music education, philosophy with special emphasis on aesthetics, sociology, social psychology and psychology. Practices in music education are examined from the perspective of these foundation studies.

MUED 671. Research in Music Education. 2 credits.

Understanding the principles and techniques of historical, descriptive, experimental and conceptual research. Planning original research. A thesis proposal is the final class requirement.

MUED 680. Document in Music Education. 3 credits.

Final research project for music education majors who choose three credits of course work and a smaller document, rather than the thesis. Follows thesis procedure.

MUED 690. Special Studies in Music Education. 1 - 3 credits.

Opportunity for supervised independent study in areas of special interest to the student. May be repeated for credit.

MUED 698. Comprehensive Continuance. 1 credit.

Continued preparation in anticipation of the comprehensive examination. Course may be repeated as needed.

MUED 699. Thesis Continuance. 2 credits.

Continued study, research and writing in the area of thesis concentration. Course may be repeated as needed.

MUED 700. Thesis. 6 credits.

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Nursing

Dr. Merle Mast, Department Head

Dr. Linda Hulton, Graduate Program Coordinator

For application and information, call (540) 568-6314

Web site: <http://www.nursing.jmu.edu/index.htm>

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Assistant Professors

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Instructor

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Admission

Admission to the Masters of Science Degree in Nursing is competitive. To be considered for admission to the program prospective students must:

- § Apply to the Graduate College (<http://www.jmu.edu/cgop>)
- § Complete the Nursing Graduate Program Supplemental Application form.
- § Hold a Bachelor of Science in Nursing (B.S.N.) with a cumulative GPA of 2.8
- § Hold a current Registered Nurse license
- § Provide GRE Scores within the past 5 years
- § Have the equivalent of 12 full-time months of clinical nursing experience within the past 3 years
- § Have taken undergraduate courses in Statistics and Health Assessment with a grade of C or higher
- § Meet the department's technical standards for admission

Additional documentation will be required upon admission.

Application Deadline

Full and part-time students will be admitted in August of each year. Applications are processed on a rolling admission basis until the class fills. Applicants who apply prior to April 1 will be given first consideration.

Application Evaluation Criteria

Evaluation criteria will include previous academic and scholarly work, professional experience,



personal and professional goals and their relationship to the mission of the Department of Nursing. References will be reviewed and an interview may be required.

Mission

The primary mission of the nursing department is to provide quality, professional undergraduate and graduate nursing education that prepares nursing leaders to influence a changing profession, society, health care system, and global health needs.

Purposes

In order to support and accomplish this mission the nursing faculty has identified the following purposes:

- § Prepare nursing professionals who provide culturally competent, holistic, evidence-based nursing care to individuals, families, aggregates, and communities in a wide variety of settings.
- § Promote a community of learning that models professional values and lifelong professional development for both faculty and students.
- § Promote service-learning activities that include collaborative, interdisciplinary initiatives and partnerships between nursing education and the practice arena to meet the future health needs of consumers.
- § Conduct research and creative scholarship to generate nursing knowledge and disseminate that knowledge through collaboration, publication, and presentations.

Accreditation

The Department of Nursing has full Bachelor's of Science in Nursing accreditation by the Center for Credentialing Nursing Education (CCNE) and will seek accreditation for the Masters in Science in Nursing in the fall of 2005.

Program of Study

The James Madison University Department of Nursing offers a Masters of Science in Nursing degree with role options as an Adult or Gerontological Nurse Practitioner; and a Nurse Educator in collegiate, acute and community health care settings. The program is 47 (Educator) or 48 (NP) credit hours and emphasizes care coordination and rural health care. Students are admitted for full-time or part-time study and the program can be completed in four full-time academic semesters, six part-time academic semesters plus summers or eight part-time academic semesters. The Adult and Gerontological Nurse Practitioner students complete a total of 550 contact practicum hours required for certification in their specialty areas by the American Nurses Credentialing Center (ANCC). Nurse Educator students complete 150 contact hours of classroom and clinical teaching in addition to substantive indirect teaching time. Nurse Practitioner students can obtain dual certification as Adult and Gerontological Nurse Practitioners with additional study.

Master of Science in Nursing

Curriculum Components

Graduate Core: Courses and content essential to any master's degree in nursing. Many of these courses can be interdisciplinary.

Advanced Practice Core: Courses and content essential to care delivery and care coordination in an advanced practice nurse role

Role Specialty Courses: Courses and clinical practica or educator residencies that are unique to the role specialties of advanced practice or nursing education.

	Credit Hours
Graduate Core	
HTH 659. Health Care Environment	3
NSG 510. Health Informatics for Advanced Practice Professionals	2
NSG 511. Epidemiology	3
NSG 611. Research for the Advanced Health Professional	3

Advanced Practice Core

NSG 520. Advanced Health Assessment	3
NSG 521. Advanced Concepts in Pathophysiology	3
NSG 522. Advanced Clinical Pharmacotherapeutics	3
NSG 523. Concepts in Aging	3
	<hr/>
	12

Credit Hours**Role Specialty Courses***Adult/Older Adult NP*

NSG 630. Care Delivery and Coordination I	4
NSG 631. Care Delivery and Coordination II	4
NSG 632. Coordinated Care of the Elderly	3
NSG 633. Concepts in Advanced Practice Nursing	3
NSG 671. Practicum I ₁	2
NSG 672. Practicum II ₁	3
NSG 673. Practicum III ₁	4
NSG 696. Dual Certification Practicum (optional)	3
NSG 697. Directed Study	2
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	25-28

Credit Hours*Nurse Educator*

NSG 640. Curriculum Development in Nursing	3
NSG 641. Curriculum Evaluation	3
NSG 642. Concepts in Nursing Education	3
Elective	3
NSG 674. Education Residency I ₂	3
NSG 675. Education Residency II ₂	4
NSG 697. Directed Study	2
Required Technology Course	3
	<hr/>
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1 Practicum I, II, and III entail a total of 550 contact hours of supervised practice. Practicum credit hours are determined on the following basis: 1 credit hour = 78.5 clock hours. 2 Residency I and II entail a total of 150 contact hours of classroom and clinical teaching, plus substantive indirect teaching time to develop materials and grade assignments. Residency credit hours are determined on the following basis: 1 credit hour=25 contact hours of direct teaching plus approximately 50 hours indirect teaching time.

Course Offerings

NSG 510. Health Informatics for Advanced Practice Professionals. 2 credits.

This course focuses on the nature, functions, present and future applications of clinical informatics. Emphasis is on preparing advanced practice professionals to utilize informatics for effective health care delivery, management, and organizational and client outcomes. The role of government regulations in clinical informatics is also explored.

NSG 511. Epidemiology. 3 credits.

This course provides an introduction to epidemiology as a body of knowledge and a method for analyzing community health problems. Emphasis is on measuring and describing the health of populations, the natural history of diseases in population groups, standardization of rates, sources of data, study designs, measurements of risk, evaluation of screening tests.

NSG 520. Advanced Health Assessment. 3 credits.

This course provides advanced knowledge and health assessment skills. Emphasis is placed on interviewing, history taking, physical assessment and diagnosis based on clinical findings. Common variances characteristic of adult and aging clients from diverse ethnic and cultural backgrounds are considered. Practice of advanced skills will occur in various adult health care settings.

NSG 521. Advanced Concepts in Pathophysiology. 3 credits.

Built upon existing knowledge of anatomy and physiology, this course provides essential theoretical

foundations for advanced practice nursing. From a systems perspective, students will interpret deviations in normal function leading to manifestations of illness/ disease. Students will develop realistic goals consistent with the prognosis of disease. Current research will be examined.

NSG 522. Advanced Clinical Pharmacotherapeutics. 3 credits.

This course builds upon the knowledge of pharmacology learned at the undergraduate level. It examines concepts in pharmacotherapeutics necessary for advanced nursing practice. Emphasis will be placed on pharmacokinetics and pharmacodynamics of important classes of drugs. Considerations for the aging client will be highlighted. Issues regarding prescription writing, client education and care coordination will be included.

NSG 523. Concepts in Aging. 3 credits.

Examines the physiological, psychosocial, cognitive, legal and ethical aspects of aging within a care coordination context. A focus is on the issues that surround the concepts of aging and how the ethical aspects of care relate to the utilization of resources.

NSG 611. Research for the Advanced Health Professional. 3 credits.

This course will focus on study of research methods that generate quantitative and qualitative data. Students will examine the components of the research process and the interrelationships among these components in the study of nursing. Emphasis will be placed on student critique of research literature and student participation in the research process.

NSG 630. Care Delivery and Coordination I. 4 credits.

This course focuses on the evaluation, management, and care coordination for clients with common health deviations across the adult lifespan in a variety of contexts. The course builds on knowledge and skills from health systems management, advanced health assessment, pathophysiology, and pharmacology. Emphasis is placed on formulating diagnoses and plans of care that encompass client, family, and coordinated systems of care. *Prerequisites and corequisites: NSG 520, NSG 521 and NSG 522.*

NSG 631. Care Delivery and Coordination II. 4 credits.

This course focuses on the evaluation, management, and care coordination for clients with common health deviations across the adult lifespan within a variety of contexts. The course builds on knowledge and skills from health systems management, advanced health assessment, pathophysiology, and pharmacology. Emphasis is placed on formulating diagnoses and plans of care that encompass client, family, and coordinated systems of care. *Prerequisite: NSG 630.*

NSG 632. Coordinated Care of the Elderly. 3 credits.

This course focuses on the health issues and needs of older adults and principles for evaluating, managing, and coordinating their care. Differentiating normal changes and symptoms of aging from disease-related changes, and strategies to optimize health and functioning are addressed. Emphasis is on the collaborative role of nurses in assisting elders and families (especially those in rural settings) to negotiate health care delivery systems. *Prerequisites or corequisites: NSG, 520, NSG 521 and NSG 523.*

NSG 633. Concepts in Advanced Practice Nursing. 3 credits.

This course explores advanced practice nursing (APN) and the varied and evolving roles that APNs assume in the health care system. The course will focus on historical and developmental aspects of advanced practice nursing, competencies of advanced practice nursing, operational definitions of advanced practice nursing, and the continuing evolution of APN role. An emphasis will be placed on care coordination with the rural, aging adult population.

NSG 640. Curriculum Development in Nursing. 3 credits.

This course investigates models, techniques and instructional strategies for constructing curricula and developing programs in health care settings, the community, continuing education and in collegiate settings. Instructional design processes, procedures, implementation and evaluation will be emphasized

NSG 641. Curriculum Evaluation. 3 credits.

This course focuses on theories and practice in evaluation of nursing education programs, healthcare systems, and nursing practice. Emphasis is placed on evaluation of program goals and outcomes, and evidence based practice. Methods and processes in developing specific instruments for program evaluation data collection and data analysis will be discussed.

NSG 642. Concepts in Nursing Education. 3 credits.

Prepares advanced practice nurses to integrate educational theories, research and teaching-learning

strategies in the education of staff, students, health care professionals, clients and communities across the lifespan. Emphasizes instructional design that reflects current learning theory, technology and health care systems.

NSG 671. Practicum I. 2 credits.

Emphasizes advanced practice role development, complex and holistic client/family care, health promotion/maintenance, and care coordination. Practicum is individualized and will highlight the advanced practice roles of clinician, manager, consultant, educator and researcher. Clinical Competencies will be emphasized to prepare the student for adult and gerontology clinical specialist certification or adult and geriatric nurse practitioner certification. *Prerequisite: NSG 520; Corequisite: NSG 630.*

NSG 672. Practicum II. 3 credits.

Emphasis will be placed upon the application of clinical skills, theories, concepts, issues and research findings to the clinical care of older adults. Care coordination issues will be addressed as they specifically impact the aging population in all care settings. Clinical competencies required for certification in gerontological nursing will be emphasized. *Prerequisite: NSG 671.*

NSG 673. Practicum III. 4 credits.

Continuing emphasis on application of clinical skills, theories, concepts, issues and research findings to the clinical care of older adults. Care coordination issues will be addressed as they specifically impact the aging population in all care settings. Clinical competencies required for certification in gerontological nursing will be emphasized. *Prerequisite: NSG 672.*

NSG 674. Education Residency I. 3 credits.

Students apply theories of education to the development of teaching objectives, courses, and syllabi under faculty and preceptor guidance. A variety of assigned teaching practice settings afford the opportunity for students to develop competence with different teaching methods. *Prerequisites or corequisites: NSG 640, NSG 641 and NSG 642.*

NSG 675. Education Residency II. 4 credits.

Students demonstrate successful integration of theory with practice and synthesis of knowledge and skills in a selected teaching practice setting under faculty and preceptor guidance. Students practice and develop competence with a variety of advanced teaching methods. Students will engage in various forms of educational evaluation. *Prerequisite: NSG 674.*

NSG 697. Directed Study. 2 credits.

This course is designed to provide opportunities for professional role development and growth through the completion of a research or scholarly project relevant to advanced practice nursing or education. The project will focus on the specific professional goals of each student. Topic approval must be granted by study advisor. *Prerequisite: NSG 611.*



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Occupational Therapy

Mr. Jeff Loveland, MS, OTR, Graduate Coordinator

For information, call (540) 568-2399 or 568-8170

Web site: http://www.jmu.edu/healthsci/occupational_therapy/

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Admission

The Masters of Occupational Therapy (MOT) is a professional master's degree designed for entry-level generalist preparation of the occupational therapist. The design of the program is a 3 + 2.5 year model with two routes of entry:

§ JMU undergraduate students can apply during their third year of undergraduate work. Undergraduate students must have completed all prerequisites and 84 hours of undergraduate credit in order to start the program after their third year. These students must apply to the College of Graduate and Professional Programs and the Health Sciences MOT graduate program during their senior year. If accepted, an additional 1.5 years of course work will be required.

§ Students possessing a Bachelor's degree may apply to the College of Graduate and Professional Programs and the Health Sciences MOT graduate program as graduate students. These students will be required to complete 2.5 years of course work.

Application Deadlines

One cohort of students is admitted each year. Classes begin in June.

For deadlines for application to the College of Graduate and Professional Programs, see "Admission to the College of Graduate and Professional Programs." For deadlines for application to the OT Program see www.healthsci.jmu.edu/

Applications submitted by the due date are reviewed first and given earliest consideration for admission into the program. Applications received after the deadline will be considered as enrollment permits.

§ Undergraduates must apply for admission to the MOT program during their junior year and the College of Graduate and Professional Programs during their senior year.

§ Students possessing a Bachelors degree must apply to the College of Graduate and Professional Programs prior to their admission to the MOT program.

For application packets, call (540) 568-2399.

Mission

The mission of the Occupational Therapy Program is to provide a well-rounded educational experience to students that will prepare them to effectively practice in a variety of service areas within today's health and human service arena. Each graduate will:

§ Possess a thorough understanding of occupation

§ Be able to articulate and demonstrate the theoretical and practical application of occupational



therapy

- § Be comfortable and competent working with individuals in a variety of practice settings
- § Be committed to continuous professional growth and the evolution and validation of the profession as human needs change
- § Be able to systematically locate and evaluate available evidence-based literature to formulate assessment and intervention decisions to guide professional practice

Faculty participating in the program will contribute through service and education to professional circles and the local community; and will maintain high standards of professional knowledge while offering quality education to students.

Occupational therapists work with individuals whose ability to participate in the occupations of life is disrupted or unable to develop due to injury, disease, developmental difficulties or environmental factors. Occupational therapy is a health and human service profession whose name is reflective of the time that it was formally founded (1917) when the term occupation collectively referred to activities people engage in throughout their day. Based on the centuries-old belief that there is health in doing, active client-centered participation is both the focus of the professional and its main avenue of intervention. Occupational therapists work in hospitals (inpatient and outpatient programs), rehabilitation centers, early intervention programs, schools, mental health programs, home health care agencies, industrial medicine/rehabilitation programs, skilled nursing facilities, private practices, correctional facilities, shelters, community-based programs or at colleges or universities as faculty. For employment characteristics for occupational therapists, a listing of where JMU OT graduates work, average salary by graduating class, graduate performance on the NBCOT Exam and employer satisfaction of JMU graduates see www.jmu.edu/healthsci/occupational_therapy/employment.html.

Accreditation

The Occupational Therapy Program is accredited by the American Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA (web site is www.aota.org). Graduation from an ACOTE accredited program is a requirement for eligibility to take the National Board for Certification in Occupational Therapy (NBCOT) exam. NBCOT (www.nbcot.org) can be contacted at 800 South Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4150 or (301) 990-7979. Successful completion of this examination forms the basis for the regulation of practice. A prior felony conviction may affect a graduate's ability to take the NBCOT certification examination and/or attain state licensure.

The licensing authority for occupational therapists in the Commonwealth of Virginia is the Department of Health Professions of the Virginia Board of Medicine, 6606 West Broad Street, 4th Floor, Richmond, VA 23230-1717. Telephone: (804) 662-9908. Refer to the AOTA web site for licensing information for other states.

Admission Requirements

Admission is limited and competitive. Students applying to the program with a baccalaureate degree will enter the program as graduate students. Successful completion of 78 graduate credits will result in earning the MOT degree.

Students admitted as seniors will complete 36 undergraduate credits. After acceptance into the College of Graduate and Professional Programs and graduate level Occupational Therapy program, they will complete 42 graduate credits for the MOT degree. Admission into the Occupational Therapy program as an undergraduate does not ensure admission to the College of Graduate and Professional Programs or the graduate level Occupational Therapy program.

Admission Requirements for Undergraduates

To be considered for admission to the MOT program, prospective students must:

- § Be admitted to JMU as an undergraduate student majoring in Health Studies. NOTE: Refer to the JMU *Undergraduate Catalog* for specific course work to fulfill degree requirements.
- § Submit Graduate Record Examination (GRE) scores in Verbal, Analytical, Quantitative and Writing. Undergraduate applicants should take the GRE in their junior year before applying to the MOT Program.
- § Apply and be admitted to the College of Graduate and Professional Programs during the

junior year.

§ Complete at least 84 hours of undergraduate course work by the time of enrollment.

§ Have a minimum cumulative grade point average of 2.8 or better and meet all prerequisite course requirements with a grade of "C" (2.0) in the following courses: BIO 270. Human Physiology

BIO 290. Human Anatomy

ENG 290. Intermediate Composition

GANTH 195. Cultural Anthropology

GSOCI 240. Individual in Society or **G**SOCI 210. Social Issues in a Global Context

HTH 441. Rehabilitative Biomechanics

MATH 220. Elementary Statistics

PSYC 160. Life Span Human Development

PSYC 250. Intro to Abnormal Psychology

NOTE: These are JMU courses and numbers. Students not attending JMU as undergraduates may request that courses with similar content be substituted for the specific courses listed. Transcripts and syllabi of the courses should be supplied for the review of content. The Admissions Committee of the Occupational Therapy Program will determine if the courses meet the prerequisite requirements.

§ Submit documentation of a minimum forty hours of observation of occupational therapy services (form in application packet)

§ Submit three reference forms: one from an employer or non-relative and one or more from an instructor (form in application packet)

§ Submit an Autobiographical Statement of 1000 words or fewer.

§ Meet all ISST requirements and requirements in computer competency as required by the university and stated in the General Education requirements in the JMU *Undergraduate Catalog*.

§ Provide evidence of at least one instructional experience in the arts or media (high school or community college course, private instruction, Community Arts certificate, etc.).

Admission as a Graduate Student

To be considered for admission to the MOT program, prospective students must:

§ Submit Graduate Record Examination (GRE) scores in Verbal, Analytical, Quantitative and Writing.

§ Be admitted to the College of Graduate and Professional Programs.

§ Have a minimum cumulative grade point average of 2.8 or better and meet all prerequisite course requirements with a grade of "C" (2.0) in the following courses: NOTE: These are JMU courses and numbers. Students not attending JMU as undergraduates may request that courses with similar content be substituted for the specific courses listed. Transcripts and syllabi of the courses should be supplied for the review of content. The Admissions Committee of the Occupational Therapy Program will determine if the courses meet the prerequisite requirements.

BIO 270. Human Physiology

BIO 290. Human Anatomy

ENG 290. Intermediate Composition

GANTH 195. Cultural Anthropology

GSOCI 240. Individual in Society or **G**SOCI 210. Social Issues in a Global Context

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§ Submit three reference forms: one from an employer or non-relative and one or more from an instructor (form in application packet)

§ Submit an Autobiographical Statement of 1000 words or fewer.

§ Provide evidence of at least one instructional experience in the arts or media (high school or community college course, private instruction, Community Arts certificate, etc.)

Application Evaluation Criteria

Candidates are evaluated through review of their written application. The following characteristics, skills and accomplishments are assessed.

- § Academic preparation (overall GPA, prerequisite GPA, GRE)
- § Autobiographical Statement (Autobiography Rating Form completed independently by three faculty)
- § Written communication skills (Autobiography Rating Form)
- § Volunteer/Health and Human Services experience (Volunteer Form)
- § References (Reference Form)
- § Thoroughness and timeliness of application submission (Date and status of application material when received)

Curriculum

All of the following courses are required and must be taken in the sequence specified. Students must be enrolled full-time. Exceptions to this requirement are rare and are only granted by the program coordinator. Students must receive a grade of "B" or better in all courses at the 500-level or above. A grade of "C" or better must be received in all courses at the 400-level once admitted into the OT Program. NOTE: Level II Fieldwork must be completed within 24 months of completion of didactic course work.

Summer: Year One (12 weeks)

HTH 438/OT 538. Administrative Functions for OTs	3
BIO 414/514. Functional Anatomy for Occupational Therapists	4
	7

Fall: Year One

HTH 409/OT 510. Therapeutic Interaction	3
HTH 424/OT 520. Occupational Development through the Lifespan	3
HTH 431/OT 530. Human Occupational and the Foundations of the Profession	3
BIO 440/540. Functional Neuroscience	3
HTH 445/OT 540. The Occupational Therapy Process	3
Tutorial Group	
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Spring: Year One

HTH 435/OT 555. Level I Fieldwork One	1
HTH 460/OT 560. Sensorimotor Foundations of Occupational Engagement	2
HTH 461/OT 570. Assistive Technology and Therapeutic Media	3
HTH 478/OT 580. Occupational Dysfunction: Cause and Impact	3
HTH 479/OT 590. Foundations of Research in Occupational Therapy	3
Elective	2
Tutorial Group	
	14

Students enrolled in the program at the undergraduate level would receive a Bachelor of Science degree in Health Sciences at this time. These students would have the option of earning a minor in Gerontology, Substance Abuse or Special Education (non-teaching) if appropriate course work is completed.

Fall: Year Two

OCT 600. Occupational Therapy Intervention in Mental Health	3
OCT 610. Occupational Therapy Intervention in Pediatrics	3
OCT 620. School Based Practice	2
OCT 630. Evidence Based Practice	3
OCT 645. Level I Fieldwork Two	1
Tutorial Group	
	12

Spring: Year Two

OT 640. Occupational Therapy Intervention with Adults	3
OT 650. Occupational Therapy Intervention in Geriatrics	2
OT 651. Community Based Practice	3
OT 652. Innovative Practice in Human Services	3
OT 655. Level I Fieldwork Three	1
Tutorial Group	
	12

Summer: Year Two

OT 663. Policy Analysis and Systems of Service Provision	3
OT 665. Level II Fieldwork One (12 week placement)	6
	9

Fall: Year Three

OT 675. Level II Fieldwork Two (12 week placement)	6
OT 680. Independent Study	3
	9

Students would receive a Masters of Occupational Therapy degree at December commencement once they conclude all academic and clinical course work.

Course Offerings

OT 510. Therapeutic Interaction. 3 credits.

This course focuses on the therapeutic process, small group dynamics, professional interactions, cultural sensitivity, and client-practitioner relationships. Topics include professional socialization, communication skills, and exploration of self within the context of personal and professional attitudes, values, and beliefs. *Prerequisites: Admission to the Occupational Therapy Program.*

OT 520. Occupational Development Through the Lifespan. 3 credits.

Occupational development from infancy to old age comprises the content. The specific interactions of the human and the environment in fostering physical, social, emotional, cognitive, moral and psychological growth are covered. The acquisition of values, roles, habits, temporal adaptations and interests during each stage of life are explored. *Prerequisites: Admission to the Occupational Therapy Program.*

OT 530. Human Occupation and the Foundations of the Profession. 3 credits.

Occupation as a fundamental human behavior is explored. The conceptual basis of occupational engagement including time, tool use, environmental press, activity analysis, grading, approaches to change and other foundation concepts are linked to occupational science. How these coalesce into a professional focus and a profession completes the content. *Prerequisites: Admission to the Occupational Therapy Program.*

OT 538. Administrative Functions for OTs. 3 credits.

This course provides an introduction to the management functions, tasks, roles and responsibilities as they are carried out in health and human service organizations. Discussion of emerging issues impacting health care practitioners is provided. Supervisory issues specific to the occupational therapist will be explored. *Prerequisites: Admission to the Occupational Therapy program.*

OT 540. The Occupational Therapy Process. 3 credits.

The occupational therapy process is taught. Types, purposes and methods of assessment are taught as the initial and defining step in the therapeutic process. Problem setting, client centered goal development, intervention and appropriate termination of services are covered. Documentation of the process is also included.

OT 555. Level I Fieldwork One. 1 credit.

This course provides an opportunity for the student to gain clinical experience serving pediatric and adolescent clients in the areas of education, health or human services. This clinical experience is designed to enrich didactic course work through directed observation and participation in selected aspects of the occupational therapy process. *Prerequisites: Admission to the Occupational Therapy*

Program and successful completion of all previous courses in the curriculum, or permission of the program coordinator.

OT 560. Sensorimotor Foundations of Occupational Engagement. 2 credits.

The foundations of sensory processing and motor response allow the human to engage in purposeful and meaningful occupations. The important components of movement and behavior provide the underlying construct for much of occupational engagement. Normal and abnormal sensorimotor processing is presented with particular emphasis on how dysfunctions in these areas impact occupational engagement. *Prerequisites: Admission to the Occupational Therapy Program and successful completion of all previous courses in the curriculum, or permission of the program coordinator.*

OT 570. Assistive Technology and Therapeutic Media. 3 credits.

The focus of this course is to provide an overview of therapeutic applications of craft media, assistive devices and assistive technology utilized in practice. Introduction to occupational activity analysis and compensatory strategies relative to performance areas, performance components and performance contexts. *Prerequisites: Admission to the Occupational Therapy Program and successful completion of all previous courses in the curriculum, or permission of the program coordinator.*

OT 580. Occupational Dysfunction-Cause & Impact. 3 credits.

Reasons for occupational dysfunction in the areas of development, trauma, disease, degenerative and environmental conditions are examined in relation to their specific pathology and their effect on human occupational performance. Treatment approaches, assessment and intervention strategies specific to each condition will be developed. *Prerequisites: Admission to the Occupational Therapy Program and successful completion of all previous courses in the curriculum, or permission of the program coordinator.*

OT 590. Foundations of Research in Occupational Therapy. 3 credits.

The core research course introduces the student to the reasons, types and processes of research. Exposure to critical review of published research, specific emphasis on evidence based practice and the use of research in clinical decision-making is emphasized. *Prerequisites: Admission to the Occupational Therapy Program and successful completion of all previous courses in the curriculum or permission of the program coordinator.*

OT 600. Occupational Therapy Intervention in Mental Health. 3 credits

Review of abnormal psychiatric conditions across the lifespan and their impact on individual occupational performance. Evaluation, and individual and group treatment will be applied. Signs, symptoms, and psychopharmacological treatment will be addressed. Historical overview of occupational therapy in behavioral health service provision will be covered including current continuum of care. *Prerequisites: Admission to the Occupational Therapy Program and successful completion of all previous courses in the curriculum, or permission of the program coordinator.*

OT 610. Occupational Therapy Intervention in Pediatrics. 3 credits.

Designed to provide an overview of occupational therapy in pediatrics, this course emphasizes the child and their family in context of environment and culture. The effect of disability on occupational development and performance frames the clinical reasoning used in decision making. Assessment, intervention planning and implementation, including intervention techniques, from a variety of theoretical perspective will be explored. *Prerequisites: Admission to the Occupational Therapy Program and successful completion of all previous courses in the curriculum, or permission of the program coordinator.*

OT 620. School Based Practice. 2 credits.

An overview of occupational services provided under the individuals with Disabilities Education Act frames the content of this course. Understanding the school as an institution with a mission and culture, working in teams and supporting educational objectives and achievement is stressed. The early intervention programs as designed under IDEA are included. *Prerequisites: Admission to the Occupational Therapy Program and successful completion of all previous courses in the program or permission of the program coordinator.*

OT 630. Evidence Based Practice. 3 credits.

Evidence based practice is considered to be the foundation and standard regarding clinical performance in the health and medical fields. This course introduces the student to the methodology of evidence-based research and its applicability to occupational therapy. The content of this course builds on knowledge gained in the introductory research course (OT 590).

Prerequisites: Admission to the Occupational Therapy Program and successful completion of all previous courses in the curriculum or permission of the program coordinator.

OT 640. Occupational Therapy Intervention with Adults. 3 credits.

This course provides an in-depth examination of the occupational therapy process that occurs when deficits in occupational performance, performance components and performance contexts occur with adults. Special emphasis will be given to orthopedic and neurological conditions. Traditional and contemporary treatment approaches will be reviewed. *Prerequisites: Admission to the Occupational Therapy Program and successful completion of all previous courses in the curriculum, or permission of the program coordinator.*

OT 645. Level I Fieldwork Two. 1 credit.

This course provides an opportunity for the student to gain clinical experience serving clients with psychosocial conditions in the areas of education, health or human services. This clinical experience is designed to enrich didactic course work through directed observation and participation in selected aspects of the occupational therapy process. *Prerequisites: Admission to the Occupational Therapy Program and successful completion of all previous courses in the curriculum, or permission of the program coordinator.*

OT 650. Occupational Therapy Intervention in Geriatrics. 2 credits.

This course provides analysis of the role of the occupational therapist with the elderly client. Development and age related changes that occur in all body systems will occur as pertinent theoretical approaches, assessments and interventions are examined. The continuum of service programs available to the older client will be explored. *Prerequisites: Admission to the Occupational Therapy Program and successful completion of all previous courses in the curriculum, or permission of the program coordinator.*

OT 652. Innovative Practice in Human Services. 3 credits.

This course will prepare the student to develop an innovative practice concept in contemporary areas of human service. Identifying a business idea, developing a mission statement/goals and objectives for the product/service to be delivered will lead to performing a needs assessment through establishing a marketing and practice plan. *Prerequisites: Admission to the Occupational Therapy Program and successful completion of all previous courses in the curriculum, or permission of the program coordinator.*

OT 655. Level I Fieldwork Three. 1 credit.

This course provides an opportunity for the students to gain clinical experience serving clients with orthopedic or neurological conditions in the areas of education, health or human services. This clinical experience is designed to enrich didactic course work through directed observation in selected aspects of the occupational therapy process. *Prerequisites: Admission to the Occupational Therapy Program and successful completion of all previous courses in the curriculum, or permission of the program coordinator.*

OT 651. Community-Based Practice. 3 credits.

Students conduct a needs assessment, explore community resources, consider alternative funding sources, and develop an occupational therapy program to provide services for individuals who are experiencing occupational dysfunction in various community settings. This course exposes students to community-based models and provides interaction with local agencies. *Prerequisites: Admission to the Occupational Therapy Program and successful completion of all previous courses in the curriculum, or permission of the program coordinator.*

OT 663. Policy Analysis and Systems of Service Provision. 3 credits.

Federal, state, and local laws and regulations related to health and human services are identified and their impact on occupational therapy practice is examined. Particular emphasis is placed on access to services, systems of services and payment for services. The role of advocacy in change is emphasized. *Prerequisites: Admission to the Occupational Therapy Program and successful completion of all previous courses in the curriculum or permission of the program coordinator.*

OT 665. Level II Fieldwork One. 6 credits.

This supervised 12-week fieldwork external affiliation provides in-depth experience in delivering occupational therapy services on-site at a hospital, community agency, or human service setting. Students demonstrate an ability to evaluate, treat, document, and discharge clients. Professionalism, clinical reasoning skills, and communication with clients, significant others and professional colleagues are enhanced. *Prerequisites: Admission to the Occupational Therapy Program and successful completion of all previous courses in the curriculum, or permission of the*

program coordinator.

OT 675. Level II Fieldwork Two. 6 credits.

Students participate in a second 12-week in-depth supervised fieldwork affiliation in a different practice setting such as a hospital, community agency, or human service settings. Students demonstrate increased independence in evaluating, treating, documenting and discharging clients. Professionalism, clinical reasoning, and communication skills are further enhanced. *Prerequisites: Admission to the Occupational Therapy Program and successful completion of all previous courses in the curriculum, or permission of the program coordinator.*

OT 680. Independent Study in Occupational Therapy. 3 credits.

This course provides an opportunity for the student to explore theoretical, clinical and evidence based practice concepts related to experience gained from both didactic and fieldwork education in greater breadth and depth. Exploration and dissemination of current health and human services professional literature will be emphasized as students examine the efficacy of traditional and contemporary practice approaches. *Prerequisites: Admission to the Occupational Therapy Program and successful completion of all previous courses in the curriculum, or permission of the program coordinator.*



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Physician Assistant

Mr. James Hammond, M.A., P.A.-C, Graduate Coordinator

Phone: (540) 568-2395

Web site: <http://www.jmu.edu/healthsci/paweb>

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Admission

Admission Requirements

To be considered for admission to the Master in Physician Assistant Studies a prospective student must

§ Apply to and be accepted for admission to the Graduate College. See "Admission to the College of Graduate and Professional Programs."

§ Submit scores from the Graduate Record Examination

§ Have earned a bachelor degree from a regionally accredited college or university.

§ Successfully complete the following specific undergraduate prerequisite course work at the "C," 2.0 level or better prior to beginning the PA curriculum.

Within the last seven years: Human Physiology – one semester

Human Anatomy – one semester

Biochemistry – one semester

Genetics – one semester

Within any number of years:

Medical Terminology

A minimum of 1,000 hours of direct patient contact health care experience is required.

These hours may come from one experience or a combination of experiences and may be voluntary or paid work. Examples of health care professions that require direct patient contact include nurse, EMT or paramedic, corpsman, patient care technician, nurse's aide, surgical assistant, clinic/medical assistant, respiratory technologist, radiology technologist, medical technologist, mental health worker, and clinical research assistant. Other professions and experiences not listed may also qualify as direct patient care.

Healthcare related professions that do not include hands-on patient contact are not considered toward meeting the health care experience requirement. These typically include lab technician, transporter, CPR or ACLS instructor, lifeguard, non-clinical research assistant, candy striper, unit clerk, and others. Although desirable for other reasons, PA shadowing and student/intern experience do not count toward the required 1,000 hours of patient care experience. Please contact the PA program, if you have any questions regarding your healthcare experience.

§ Submit an application to the JMU PA program through the Centralized Application Service for Physician Assistants (CASPA). Information and application can be obtained online at www.caspaonline.org.

Application Deadlines

One cadre of students is admitted each year. Classes begin in May.

Technical and Scientific Communication



§ For deadlines for application to the College of Graduate and Professional Programs, see "Admission to the College of Graduate and Professional Programs."

§ For deadlines for application to the PA Program see either www.jmu.edu/healthsci or www.caspaonline.org. Applications to the program are due the preceding fall. Specific dates each year are available on the above-mentioned Web sites or by contacting the PA Program.

Application Evaluation Criteria

Candidates are evaluated through review of their written application. Superior candidates are invited to on campus interviews. The following characteristics, skills and accomplishments are assessed.

- § Academic preparation (Overall GPA, Science GPA, Non-Science GPA, recent course work)
- § Communication skills (Written application, personal essay, speaking and listening skills at interview)
- § Career Plans / Concept of the PA Profession (Written application and interview)
- § Health Care Experience (Written application and interview)
- § Professionalism (Interview)
- § Service to Society (Written application and interview)

Mission

The graduate programs in Health Sciences are committed to preparing students to become evidence-based critical thinkers in the health sciences. Specifically, these programs build upon the undergraduate health sciences programs by providing a more detailed knowledge base that is fortified by self-directed learning experiences and the development of practical, clinical, and/or research skills.

The Master of Physician Assistant Studies program prepares students for clinical positions as primary care physician assistants (PA). The course of study requires 24 consecutive months of work for students who have met the prerequisite requirements and been admitted to the program. Admission is limited and competitive. Students must be admitted to the College of Graduate and Professional Programs and to the PA master degree program via separate application processes.

Physician Assistants (PAs) are highly skilled medical professionals who have for over 35 years functioned as members of a team delivering quality healthcare. Working with physicians, PAs provide medical services traditionally performed by physicians. These services include taking medical histories, performing physical examinations, ordering and interpreting tests, diagnosing and treating medical conditions, educating and counseling patients, performing minor medical/surgical procedures, and, in most states prescribing medications. The PA's duties are determined by physician supervision as defined by law.

PAs practice in the same settings as physicians, i.e., outpatient facilities, private and public clinics, managed care and other systems, and in rural and urban areas. The focus of the JMU concentration is primary care medicine.

Accreditation

The PA program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. Accreditation provides graduates eligibility to take the Physician Assistant National Certifying Examination (PANCE). Successful completion of the PANCE is required for graduates to be licensed and to practice.

Curriculum

All courses are required and must be taken in sequence. Students must be full-time and must take the curriculum in a consecutive twenty-four month period. Exceptions are rare and are granted only by the program director.

Summer Session Year 1 (twelve weeks)	Credits
BIO 513. Human Gross Anatomy with Clinical Applications	6
BIO 516. Pathophysiology I	4
PA 510. Physical Diagnosis I	3
PA 540. The Physician Assistant Profession	1

14

Fall Semester Year

BIO 517. Pathophysiology II	3
PA 630. Clinical Laboratory Medicine I	2
PA 511. Physical Diagnosis II	2
PA 532. Pharmacology for PAs I	3
PA 520. Clinical Medicine I	5
PA 551. Managing Medical Information I: Clinical Biostatistics	3
	<hr/> 18

Spring Semester Year

PA 652. Managing Medical Information II: Clinical Problem Solving	3
PA 631 Clinical Laboratory Medicine II	2
PA 633 Pharmacology for PAs II	3
PA 622 Women's Medicine	2
PA 623 Pediatric Medicine	2
PA 624 Behavioral Medicine	2
PA 621 Clinical Medicine II	5
	<hr/> 19

Summer Session Year

PA 653. Managing Medical Information III: Research Design and Implementation	1
HTH 659 Health Care Environment	3
PA 671 Clinical Rotation I	2
PA 672 Clinical Rotation II	2
PA 673 Clinical Rotation III	2
	<hr/> 10

Fall Semester Year

PA 625 Health Promotion & Disease Prevention	1
PA 643 Values in Primary Care	3
PA 674 Clinical Rotation IV	2
PA 675 Clinical Rotation V	2
PA 676 Clinical Rotation VI	2
PA 677 Clinical Rotation VII	2
	<hr/> 12

Spring Semester Year

PA 642 Transition to Practice	1
PA 678 Clinical Rotation VIII	2
PA 679 Clinical Rotation IX	2
PA 670 Clinical Rotation X	2
PA 654 Managing Medical Information IV: Senior Project	2
	<hr/> 9

Total Master of PA Studies Credits

82**Course Offerings****PA 510. Physical Diagnosis I.** 3 credits.

This is the first in a two-course series that presents fundamental concepts in the physician assistant/patient relationship, skills needed to conduct complete medical histories and physical examinations of patients of all ages, and methodologies commonly used to communicate medical information.

Prerequisites: Admission to Physician Assistant Program, or permission of Program Director.

PA 511. Physical Diagnosis II. 2 credits

This is the second in a two-course series that presents fundamental concepts in the physician assistant/patient relationship, skills needed to conduct complete medical histories and physical examinations of patients of all ages, and methodologies commonly used to communicate medical information. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 520. Clinical Medicine I. 5 credits.

This is the first of a two-course series that examines the etiology, presentation, diagnosis and treatment of diseases and disorders common to adults seen in primary care physician assistant practice. This series serves as preparation for the clinical rotations in internal medicine, family medicine, emergency medicine and surgery. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 532. Pharmacology for Physician Assistants I. 3 credits.

This is the first of two courses that provide the base of information necessary for clinical prescribing of medications. It includes pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Within each class of therapeutic drugs, the course examines drug actions, interactions, reactions, and contraindications. The course also includes principles of prescribing and patient compliance.

Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.

PA 540. The Physician Assistant Profession. 1 credit.

This course explores the principles of the PA profession, its history and place in the spectrum of health care professions. Economic, legal and societal factors influencing the profession are also discussed. *Prerequisites: Admission to Physician Assistant Program, or permission of Program Director.*

PA 551. Managing Medical Information I: Clinical Biostatistics. 3 credits.

This is the first in a four-course series designed to provide the physician assistant student with skills to understand research design, analyze research information and apply it to clinical practice.

Emphasis in this course will be placed on basic biostatistical concepts, literature searches and analysis. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 621. Clinical Medicine II. 5 credits.

This is the second of a two-course series that examines the etiology, presentation, diagnosis and treatment of diseases and disorders common to adults seen in primary care physician assistant practice. This course focuses on the primary aspects of diseases and disorders seen in the fields of emergency medicine, dermatology and surgery. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 622. Women's Medicine. 2 credits.

This course provides an introductory knowledge base in women's medicine. Through a series of presentations it prepares students for obstetric and gynecologic conditions encountered during clinical rotations. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 623. Pediatric Medicine. 2 credits.

This course provides an introductory knowledge base in pediatric medicine. Through a series of presentations it prepares students for pediatric medical conditions encountered during clinical rotations. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 624. Behavioral Medicine. 2 credits.

This course provides an introductory knowledge base in behavioral medicine. Through a series of presentations it prepares students for behavioral medicine conditions encountered during clinical

rotations. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 625. Health Promotion and Disease Prevention. 1 credit.

The course presents strategies that physician assistants employ in promoting health and well being among the people they serve. It also examines public health strategies focused on early discovery of disease, prevention of disease, and stopping the spread of disease. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 630. Clinical Laboratory Medicine I. 2 credits.

This is the first of a two-course series that presents the clinical laboratory tests used to detect and monitor common diseases and disorders. It focuses on selecting and interpreting the appropriate tests for each body system as well as performing selected tests. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 631. Clinical Laboratory Medicine II. 2 credits.

This is the second course in a two-course series that presents the clinical laboratory tests used to detect and monitor common diseases and disorders. It focuses on selecting and interpreting the appropriate tests for each body system as well as performing selected tests. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 633. Pharmacology for Physician Assistants II. 3 credits.

This is the second of two courses that provide the base of information necessary for clinical prescribing of medications. It includes pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Within each class of therapeutic drugs, the course examines drug actions, interactions, reactions, and contraindications. The course also includes principles of prescribing and patient compliance. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 642. Transition to Physician Assistant Practice. 1 credit.

This course examines issues related to the shift from the role of a PA student to that of a practicing PA. Topics include medical liability and risk management, business aspects of clinical practice, credentialing processes, and career development. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 643. Values in Primary Care. 3 credits.

This course provides an overview of professional ethics as they apply to primary care practice for physician assistants. The focus is on major principles and methodologies that guide clinicians in ethical decision-making as they encounter situations common to primary care practice. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 652. Managing Medical Information II: Clinical Problem Solving. 3 credits.

This is the second in a four-course series designed to provide the physician assistant student with skills to understand research design, analyze research information and apply it to clinical practice. The emphasis in this course is placed on the use of evidence-based medicine in clinical decision-making. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 653. Managing Medical Information III: Research Design and Implementation. 1 credit.

This is the third in a four-course series designed to provide the physician assistant student with skills to understand research design, analyze research information and apply it to clinical practice. In this course students design an individual senior project that will be implemented and presented in PA 654. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 654. Managing Medical Information IV: Senior Project. 2 credits.

This is the fourth in a four-course series designed to provide the physician assistant student with skills to understand research design, analyze research information and apply it to clinical practice.

Utilizing a study question or research protocol generated in PA 653 students will collect and synthesize information culminating in a class presentation and paper suitable for publication. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 670. Clinical Rotation X. 2 credits.

This is the tenth in a ten-course series of clinical rotations. During the series students are assigned to two rotations in family medicine, two in internal medicine, and one each in obstetrics/gynecology, pediatrics, behavioral medicine, surgery, emergency medicine and an elective. Students gain experience working with experienced, supervising clinicians. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 671. Clinical Rotation I. 2 credits.

This is the first in a ten-course series of clinical rotations. During the series students are assigned to two rotations in family medicine, two in internal medicine, and one each in obstetrics/gynecology, pediatrics, behavioral medicine, surgery, emergency medicine and an elective. Students gain experience working with experienced, supervising clinicians. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 672. Clinical Rotation II. 2 credits.

This is the second in a ten-course series that comprises the clinical rotation year. During the series students are assigned to clinical rotations in family medicine, internal medicine, obstetrics and gynecology, pediatrics, behavioral medicine, surgery, emergency medicine or an elective rotation. Students gain experience in clinical practice working with experienced, supervising clinicians. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 673. Clinical Rotation III. 2 credits.

This is the third in a ten-course series of clinical rotations. During the series students are assigned to two rotations in family medicine, two in internal medicine, and one each in obstetrics/gynecology, pediatrics, behavioral medicine, surgery, emergency medicine and an elective. Students gain experience working with experienced, supervising clinicians. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 674. Clinical Rotation IV. 2 credits.

This is the fourth in a ten-course series of clinical rotations. During the series students are assigned to two rotations in family medicine, two in internal medicine, and one each in obstetrics/gynecology, pediatrics, behavioral medicine, surgery, emergency medicine and an elective. Students gain experience working with experienced, supervising clinicians. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 675. Clinical Rotation V. 2 credits.

This is the fifth in a ten-course series of clinical rotations. During the series students are assigned to two rotations in family medicine, two in internal medicine, and one each in obstetrics/gynecology, pediatrics, behavioral medicine, surgery, emergency medicine and an elective. Students gain experience working with experienced, supervising clinicians. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 676. Clinical Rotation VI. 2 credits.

This is the sixth in a ten-course series of clinical rotations. During the series students are assigned to two rotations in family medicine, two in internal medicine, and one each in obstetrics/gynecology, pediatrics, behavioral medicine, surgery, emergency medicine and an elective. Students gain experience working with experienced, supervising clinicians. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 677. Clinical Rotation VII. 2 credits.

This is the seventh in a ten-course series of clinical rotations. During the series students are assigned to two rotations in family medicine, two in internal medicine, and one each in obstetrics/gynecology, pediatrics, behavioral medicine, surgery, emergency medicine and an elective. Students

gain experience working with experienced, supervising clinicians. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 678. Clinical Rotation VIII. 2 credits.

This is the eighth in a ten-course series of clinical rotations. During the series students are assigned to two rotations in family medicine, two in internal medicine, and one each in obstetrics/gynecology, pediatrics, behavioral medicine, surgery, emergency medicine and an elective. Students gain experience working with experienced, supervising clinicians. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*

PA 679. Clinical Rotation IX. 2 credits.

This is the ninth in a ten-course series of clinical rotations. During the series students are assigned to two rotations in family medicine, two in internal medicine, and one each in obstetrics/gynecology, pediatrics, behavioral medicine, surgery, emergency medicine and an elective. Students gain experience working with experienced, supervising clinicians. *Prerequisites: Admission to the Physician Assistant Program and successful completion of all previous courses in the curriculum, or permission of the Program Director.*



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Psychology Graduate Programs

For information, call (540) 568-6439

Web site: <http://www.psyc.jmu.edu/>

Dr. Sheena Rogers, Graduate Psychology Head

Dr. Lennis G. Echterling, Graduate Director

Community Counseling Program, School Counseling Program

Dr. James McConnel, Graduate Co-Director

Ms. Donna Harper, Graduate Co-Director

College Student Personnel Administration Program

Dr. Craig N. Shealy, Graduate Director

Combined-Integrated (C-I) Program In Clinical, Counseling and School Psychology

Dr. Ashton D. Trice, Graduate Director

Psychological Sciences Program

Dr. Patricia J. Warner, Graduate Director

School Psychology Program

Dr. Donna L. Sundre, Graduate Director

Doctoral Program In Assessment and Measurement

Professors

J. Benson, J. Brewster, D. Brown, H. Cobb, L. Echterling, D. Erwin, T. Gonzalez, A. Kahn, J. McKee, J. Presbury, S. Rogers, A. Stewart, D. Sundre, N.W. Walker, P. Warner, R. West, S. Wise

Associate Professors

E. Cowan, S. Evans, T. Gilligan, S. Lovell, C. Shealy, R. Staton, A. Trice

Assistant Professors

M. Kielty Briggs, D. Bholra, C. DeMars, W. Ernst, W. Evans, S. Finney, G. Henriques, J. McConnel, A. Menard, P. Meyer, D. Pastor, T. Schulte, V. Wise

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Mission

The Department of Graduate Psychology creates a challenging and supportive environment that

Special Education**Technical and Scientific
Communication**

transforms students into scholars and practitioners of psychology, and celebrates the diversity and talents of all.

Psychological Sciences Program

Dr. Ashton D. Trice, Graduate Director

Admission Requirements

- § Completion of a baccalaureate degree with a satisfactory grade point average
- § Undergraduate course work in psychology, including at least one statistics and one experimental methods course
- § Satisfactory scores on both the general and subject area GRE (official score reports required)
- § Three letters of recommendation from faculty members familiar with previous academic performance and potential for graduate work
- § Transcripts from all undergraduate and graduate programs attended
- § Completed application forms, including a statement detailing goals for graduate study and beyond, description of research interests and a statement of how the Psychological Sciences program will help achieve these goals.

Mission

The mission of the M.A. program in Psychological Sciences is to prepare students for further study in doctoral-level programs and for immediate employment in research settings. Students in the program strengthen their background and skills in the psychological sciences through advanced courses and carefully mentored research experiences. An exceptionally strong research methodology and statistics sequence is a special feature of the program. Broad course work, choices of electives, independent study opportunities and research activities allow students to develop a special interest area within the psychological sciences. Alternatively, students may elect to take concentrations of selected courses, research experiences and a practicum focused on pre-clinical training or assessment, measurement and statistics.

All students serve as research apprentices before embarking on their own individual research projects and writing a thesis. Graduates of the program may apply to our doctoral programs in Assessment and Measurement and in Combined-Integrated Clinical, Counseling and School Psychology.

Master of Arts Degree Requirements

	Credit Hours
Minimum Requirements ¹	
Statistics and Measurement	
PSYC 605. Research and Inferential Statistics	3
PSYC 606. Advanced Measurement Theory	3
PSYC 608. Multivariate Statistical Methods in Psychology	3
Advanced Principles and Theories	12
Area A (select two of the following):	
PSYC 612. Advanced Personality Theory	
PSYC 616. Advanced Social Psychology	
PSYC 618. Social and Emotional Development	
PSYC 622. Advanced Abnormal Psychology	
Area B (select two of the following):	
PSYC 610. Advanced Learning Theories	
PSYC 611. Advanced Comparative Psychology	
PSYC 613. Advanced Cognitive Psychology	
PSYC 617. Advanced History of American Psychology	
PSYC 619. Cognitive Development	
PSYC 624. Advanced Physiological Psychology and Psychopharmacology	
Research Project/Thesis	6
PSYC 700. Thesis	
Elective courses (adviser approval required)	9

¹ Before the Department of Graduate Psychology recommends students for graduation, they must have a successful review by the Master of Arts in Psychological Sciences Program Committee.

Successful completion of a comprehensive examination, the research round table series and two semesters of research apprenticeship are required prior to enrollment in the first semester of PSYC 700, Thesis. The round table and apprenticeship programs do not carry course credit but expose students to a range of research in psychology.

Through the round table and apprenticeship students are involved in a program of research early in their graduate training which will facilitate the development and completion of the thesis.

Only six credit hours of PSYC 700 may be used to satisfy the Master of Arts program requirements. After enrollment for six credit hours the student must continue to enroll until the thesis has been accepted by the student's faculty committee and the College of Graduate and Professional Programs.

School Psychology Program

Dr. Patricia J. Warner, Graduate Director

Admission Requirements

The minimum admission requirements for the school psychology program include:

- § completion of a baccalaureate degree with a satisfactory grade point average
- § 18 hours of undergraduate psychology
- § satisfactory scores on the general portion of the GRE
- § a personal interview with faculty and students
- § a personal statement
- § three letters of recommendation from professionals familiar with the applicant's potential for graduate education
- § transcripts from all undergraduate and graduate programs attended.

Minimum admission requirements for the Educational Specialist degree in school psychology include a 3.5 grade point average and satisfactory review by the School Psychology Program Committee. Students applying to the program with a related master's degree from another institution will be required to provide three references and to participate in the interview process.

Mission

The school psychology program promotes the role of the school psychologist as a developer of an individual's potential. The program prepares students to be interpersonally skilled, data-oriented problem solvers who are able to provide a broad array of psychological services to children. The school psychology program emphasizes an integrated theoretical orientation in understanding children and adolescents as part of a family, school, community and culture. Students acquire skills in psychological assessment, intervention, consultation, counseling and applied research.

The program is designed to prepare students for employment in a variety of settings including schools, mental health clinics, hospitals, and other clinical and educational settings. An emphasis is placed on an integrated model of training with a substantial focus on field and practicum experiences.

The first level of the program includes basic psychological foundations and leads to a Master of Arts degree (33 credit hours). Successful completion of the master's degree, including passing a comprehensive examination, enables the student to apply for admission to the Educational Specialist level of the program. A second year of course work, in addition to a research project and a 10-month internship, leads to the Educational Specialist degree (an additional 45 credit hours).

Students completing only the master's degree are not eligible for licensure as a school psychologist. The Educational Specialist degree is the entry-level credential in school psychology and leads to eligibility for licensure as a school psychologist by the Virginia Department of Education. After additional supervised experience, students are eligible to sit for the licensure examination given by the Virginia Board of Psychology for sub-doctoral licensure as school psychologists.

The concentration in school psychology is approved by the Virginia Department of Education and is

accredited by the National Council for Accreditation of Teacher Education and the National Association of School Psychologists.

Priority will be given to applications received by February 15 for fall admission. Interviews are scheduled in March, and applicants are notified of admission decisions shortly after the interview.

Master of Arts Degree

Minimum Requirements ¹	Credit Hours
PSYC 525. Role and Function of the School Psychologist	3
PSYC 527. Psychological Foundations of Education	3
PSYC 605. Research and Inferential Statistics	3
PSYC 606. Advanced Measurement Theory	3
PSYC 618. Social and Emotional Development	3
PSYC 626. Advanced Developmental Psychopathology	3
PSYC 661. Counseling Techniques	3
PSYC 674. Assessment I.	3
PSYC 695. Practicum in School Psychology	3
PSYC 749. Multicultural Perspectives of Intervention	3
PSYC 777. Assessment II.	3
	<hr/>
	33

¹ Before the Department of Graduate Psychology recommends students for graduation, they must have a successful review by the School Psychology Program Committee.

Educational Specialist Degree

Minimum Requirements	Credit Hours
PSYC 609. Applied Research Methods	3
PSYC 750. Consultation and Intervention Techniques	3
PSYC 751. Psychotherapy with Children and Adolescents	3
PSYC 755. Cognitive and Behavioral Interventions	3
PSYC 778. Advanced Practicum in School Psychology	6
PSYC 779. Assessment III.	3
PSYC 790. Internship in School Psychology	9
PSYC 800. Educational Specialist Research Project ¹	6
PSYC 880. Introduction to Child and Adolescent Neuropsychology	3
SPED 501. Special Education Interventions	3
READ 658. Principles, Practices and Applications of Reading Assessment	3
	<hr/>
	45

¹ Only six credit hours of PSYC 800 may be used to satisfy program requirements for the Educational Specialist degree. If the research project is not completed by the end of the internship year, then the student must continuously enroll (each semester including summers) until the project is completed.

Students must complete all program requirements to be recommended for certification or licensure. Certain courses may be waived or substituted with adviser approval.

Community Counseling Program

Dr. Lennis G. Echterling, Graduate Director

Admission Requirements

Minimum admissions requirements for entry to the community counseling program include the following:

- § completion of a baccalaureate degree with a satisfactory grade point average

- § satisfactory scores on the general portion of the Graduate Record Examination
- § a personal statement
- § three completed reference forms from individuals familiar with the student's potential for graduate education
- § a minimum of 18 credit hours of undergraduate preparation in psychology or related behavioral sciences
- § a personal interview and a screening session with the program committee

Mission

The mission of Counseling Psychology is to train students from a variety of geographic areas, primarily from the Virginia and mid-Atlantic area, to become successful professionals who:

1. Provide competent, caring, and ethical services to diverse populations;
2. Pursue a life-long process of personal and professional growth; and
3. Advance the profession through service, research, innovation, and training.

As members of the Community Counseling Program of James Madison University, we have formed our own special community of faculty, staff, and students. We vary in abilities, age, class, gender, ethnicity, race, religion, sexual orientation, and place of birth, but we share a common vision of achieving a vitally important mission – transforming students into successful community counselors.

Our community counseling alumni are dedicated to providing competent, caring, and ethical services to diverse clients in public agencies, community programs, and private practices. Putting our principles into practice, we strive to create a caring community in which we can thrive personally and grow professionally. While many of our graduates work in rural communities in Virginia's Shenandoah Valley or among the mountains of West Virginia, many more have moved on to serve in other communities throughout the mid-Atlantic region, and across the nation. We invite our students to embark on a life-long journey of exploring new possibilities, refining their skills, and staying fresh throughout their careers. We encourage them to support one another in the formidable task of facilitating the change process in individuals, couples, families, groups, and communities as licensed professional counselors. Finally, we challenge our graduates to advance the community counseling profession through service, research, innovation, advocacy, and training.

The Educational Specialist degree program in community counseling includes the common core courses for the Master of Arts in psychology, other courses required for accreditation and licensure, and electives to meet individual needs and interests. The program requires the completion of a minimum of 60 credit hours.

The Master of Arts degree in psychology is awarded only after completion of all Educational Specialist degree requirements. This program provides the academic and applied training necessary for individuals seeking employment as counselors in community agencies, psychiatric facilities or private practice.

The Community Counseling Program is approved by the Council for the Accreditation of Counseling and Related Educational Programs, an affiliate of the American Counseling Association. The JMU transcript endorses students as graduates of an accredited program and as being eligible to take the National Board for Certified Counselors examination leading to recognition as a National Certified Counselor. Students also take all courses required for licensure as professional counselors in the Commonwealth of Virginia. A comprehensive examination including oral, written and applied components is required prior to internship.

Educational Specialist Degree Requirements

Minimum Requirements	Credit Hours
Common Core	
Statistics and Measurements	
PSYC 600. Measurement and Statistics	3
PSYC 607. Assessment Procedures in Counseling Principles and Theories of Psychology	3
PSYC 614. Advanced Developmental Psychology	3
PSYC 685. Psychopathology: Diagnosis and Intervention Planning	3
Research Project/Thesis	3

Choose one of the following:

PSYC 800. Educational Specialist Project

PSYC 700. Thesis (Note: Thesis option requires an additional 3 credit hours.)

Other Required Courses

PSYC 630. Community Counseling	3
PSYC 660. Counseling Theories	3
PSYC 661. Counseling Techniques	3
PSYC 663. Substance Abuse Counseling	3
PSYC 664. Counseling Process	3
PSYC 665. Group Counseling	3
PSYC 668. Couple and Family Systems	3
PSYC 669. Career Development	3
PSYC 695. Practicum in Counseling	3
PSYC 710. Counseling Strategies: Special Topics	3
PSYC 749. Multicultural Perspectives of Intervention	3
PSYC 760. Consultation and Supervision for Counseling	3
PSYC 790. Internship in Community Counseling	6
Elective courses (adviser approval required)	3
	60

¹ Only three credit hours of PSYC 800 may be used to satisfy program requirements for the Educational Specialist degree. If the research project is not completed by the end of the internship year, then the student must continuously enroll (each semester including summers) until the project is completed.

School Counseling Program

Dr. Lennis G. Echterling, Graduate Director

Admission Requirements

Minimum admissions requirements for entry to the School Counseling Program include the following:

- § completion of a baccalaureate degree with a satisfactory grade point average
- § satisfactory scores on the general portion of the Graduate Record Examination
- § a personal statement
- § three completed reference forms from individuals familiar with the student's potential for graduate education
- § a minimum of 18 credit hours of undergraduate preparation in education, psychology, or related behavioral sciences
- § a personal interview and a screening session with the program committee

Mission

The School Counseling Program of James Madison University is a learning community of faculty, staff, and students who vary in abilities, age, class, gender, ethnicity, race, religion, and sexual orientation. Coming together from a variety of geographic areas, we share a common vision of achieving a vitally important mission – training students to become successful school counselors.

Our alumni are dedicated to providing competent, caring, and ethical services to diverse students in public and private schools. Putting our principles of school counseling into practice, we strive to create an academic community in which our students can thrive personally and grow professionally. While many of our graduates play vital roles in schools along Virginia's Shenandoah Valley or among the mountains of West Virginia, many more have moved on to serve in rural, suburban, and urban schools throughout the mid-Atlantic region, and across the nation. We invite our students to embark on a life-long journey of exploring new possibilities, refining their skills, and staying fresh throughout their careers. We encourage them to support one another in the formidable task of making a difference in students' lives by meeting their emotional, social, educational, and career development needs as licensed or certified school counselors. Finally, we challenge our graduates to advance the school counseling profession through service, research, innovation, advocacy, and training.

The school counseling program prepares students to be school counselors in elementary, middle or secondary school settings. Program graduates enter the field with the knowledge and competencies essential to provide quality developmental school counseling services.

The Educational Specialist degree in school counseling is in compliance with the 2001 Virginia State

Board of Education licensure regulations for school counselors. The school counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs, an affiliate of the American Counseling Association. The program requires the completion of a minimum of 60 credit hours. The Master of Education degree is awarded only after completion of all Educational Specialist degree requirements. A comprehensive examination including oral, written and applied components is required prior to internship.

Educational Specialist Degree Requirements

Minimum Requirements	Credit Hours
Common Core	
Statistics and Measurements	
PSYC 600. Measurement and Statistics	3
PSYC 607. Assessment Procedures in Counseling Principles and Theories of Psychology	3
PSYC 614. Advanced Developmental Psychology	3
Research Project/Thesis:	3
Choose one of the following:	
PSYC 800. Educational Specialist Research Project ¹	
PSYC 700. Thesis (Note: Thesis option requires an additional 3 credit hours.)	
Other Required courses	
PSYC 626. Advanced Developmental Psychopathology	3
PSYC 640. School Counseling	3
PSYC 643. Advanced School Counseling	3
PSYC 660. Counseling Theories	3
PSYC 661. Counseling Techniques	3
PSYC 663. Substance Abuse Counseling	3
PSYC 664. Counseling Process	3
PSYC 665. Group Counseling	3
PSYC 669. Career Development	3
PSYC 695. Practicum in Counseling	3
PSYC 710. Counseling Strategies: Special Topics	3
PSYC 749. Multicultural Perspectives of Intervention	3
PSYC 760. Consultation and Supervision for Counselors	3
PSYC 790. Internship in School Counseling	6
Elective courses (adviser approval required)	3
	60

¹ Only three credit hours of PSYC 800 may be used to satisfy program requirements for the Educational Specialist degree. If the research project is not completed by the end of the internship year, then the student must continuously enroll (each semester including summers).

College Student Personnel Administration Program

Dr. James McConnel, Graduate Co-Director

Ms. Donna Harper, Graduate Co-Director

Admission Requirements

Minimum admissions requirements for entry to the college student personnel administration program include the following:

- § completion of a baccalaureate degree with a satisfactory grade point average
- § satisfactory scores on the general portion of the Graduate Record Examination
- § a personal statement and resume
- § three completed reference forms from individuals familiar with the student's potential for graduate education
- § a minimum of 18 credit hours of undergraduate preparation in behavioral sciences
- § a personal interview and a screening session with the program committee

Mission

The mission of the College Student Personnel Administration program is to prepare students to be educated and enlightened professionals who will lead productive and meaningful careers, and to advance the profession of student personnel administration.

The Master of Education degree in college student personnel administration is designed to provide professional preparation for college, university and community college administrative positions. Preparation for college student personnel careers involves participation in learning experiences designed to provide an understanding of the college student, counseling theories, various collegiate subcultures and the nature of higher education as an institution in the United States. The program's link with counseling psychology provides opportunities for personal growth and the development of interpersonal relationship skills.

Master of Education Degree Requirements

Minimum Requirements	Credit Hours
AHRD 670. American Higher Education	3
PSYC 600. Introduction to Measurement and Statistics	3
PSYC 645. Student Personnel Services	3
PSYC 646. American College Student	3
PSYC 649. Professional Issues in Student Personnel	3
PSYC 650. Organization and Administration of Student Services	3
PSYC 651. Supervision and Consultation Processes in Student Personnel	3
PSYC 660. Counseling Theories	3
PSYC 661. Counseling Techniques	3
PSYC 665. Group Counseling	3
PSYC 695. Field Practicum in Student Personnel Administration	3
Select one of the following:	3
PSYC 669. Career Development	
PSYC 680. Independent Study	
PSYC 749. Multicultural Perspectives of Intervention	
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College Student Personnel Certificate Program

The certificate program accepts students who have earned a master's degree in a discipline other than higher education/student personnel services. Students admitted to the program are required to complete four courses. Upon completion of four higher education/student personnel courses (chosen in concert with an adviser) a student will receive a certificate of completion.

Students must complete four courses (12 credit hours) from the list of existing courses:

- PSYC 645. Student Personnel Services
- PSYC 646. American College Student
- PSYC 649. Professional Issues in Student Personnel
- PSYC 650. Organization and Administration of Student Services
- PSYC 651. Supervision and Consultation in Student Personnel
- PSYC 661. Counseling Techniques
- AHRD 670. American Higher Education



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Public Administration

Dr. Glenn P. Hastedt, Department Head

Dr. B. Douglas Skelley, Graduate Coordinator

For information, call (540) 568-6149

Web site: <http://www.jmu.edu/polisci/mpa/>

Professors

A. Eksterowicz, R. Roberts, D. Skelley

Assistant Professor

E. Williams

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Admission

The Graduate Record Examination or the Graduate Management Admission Test is required of all applicants for the Master of Public Administration program as well as strong undergraduate grades. Applicants should consult with the M.P.A. coordinator concerning admission standards.

Mission

Through research, skill development, and advanced study of public organizations, politics, and the law, the Master of Public Administration program strives to enhance the effectiveness of public employees and aspiring public employees for work in government, nonprofit, and private, government-contracting organizations.

Goals

Through offering the Master of Public Administration, the recognized professional degree in public administration, the program strives to:

§ enhance the administrative knowledge and skills of those already employed as professionals in government, nonprofit organizations and firms that deal extensively with government.

§ prepare "pre-service" students, especially those with undergraduate degrees that have public sector applicability, with its internship component.

Master of Public Administration

The Master of Public Administration degree requires 36 credit hours of course work and 6 credits of internship. The internship is not required of "in-service" students, those presently employed or recently employed in a substantive position in the public sector. Applicants with strong undergraduate preparation that complements or duplicates elements of the program may be exempted from certain courses or have some of the required credits waived. In no case, however,

Technical and Scientific Communication



may a student take less than 30 credit hours of academic course work, exclusive of the internship. After careful review of the student's record, the program coordinator will determine if courses or credits will be waived.

The curriculum consists of a common component and a concentration. The common curriculum enables students to function effectively in the public and non-profit sectors. Students will learn concepts of organization, public management, human resource administration, program and policy evaluation, budgeting, and relevant law. There are two defined concentrations: health administration and public sector communication. In addition, students, in consultation with the coordinator, may design an individualized concentration.

The individualized concentration may draw upon courses in other graduate programs at JMU and graduate courses offered by other accredited institutions, including online courses. Students should be aware, however, that the College of Graduate and Professional Programs policy allows no more than nine credit hours of transferred course work to count toward a student's graduate degree. Any transfer courses require the approval of the public administration coordinator.

In addition to a concentration students who do not have a significant professional work background in administration/management are expected to complete a supervised internship with a public or nonprofit agency. The internship will support the student's concentration. Successful performance on a comprehensive examination is required of all candidates for the M.P.A. degree. Information concerning the comprehensive examination can be obtained from the coordinator of the M.P.A. program.

A student admitted to the program must seek advice from the program coordinator before registering for classes. The coordinator will also assist the student in planning the degree program, taking into account the nature of the student's undergraduate preparation and professional experience, if any.

Students in the Master of Education program may minor in political science by completing 12 hours of political science or public administration courses.

Master of Public Administration Degree Requirements

	Credit Hours
Core Curriculum	
POSC 505. Seminar in American Government	3
PUAD 515. Legal Environment of Public Administration	3
PUAD 605. Research Design for Policy Evaluation	3
PUAD 606. Program Evaluation in Public Administration	3
PUAD 620 Seminar in the Politics of the Administrative Process	3
PUAD 625. Seminar in Public Management Issues	3
PUAD 641. Public Budgeting	3
MBA 650. Managing Human Resources	3
PUAD 696. Internship in Public Administration	6
	30
Concentrations (choose one)	
Health Care Administration Concentration	
HTH 659. Health Care Environment	3
HTH 660. Health Economics	3
HTH 661. Financial Administration of Health Service Organizations	3
HTH 669. Modern Health Care Administration	3
	<hr style="width: 100%; border: 0.5px solid black;"/> 12
Public Sector Communication Concentration	
Choose one of two:	3
TSC 510. Seminar in Technical and Scientific Communication	
TSC 520. Technical and Scientific Communication for Nonnative Speakers of English	
TSC 530. Research Methods in Technical and Scientific Communication	3
TSC 540. Technical and Scientific Editing	3
Choose one of three:	3
TSC 625. Government Writing	

TSC 640. Proposal and Grant Writing	
TSC 650. Electronic and Online Publication	
	<hr/> 12
Individualized Concentration	
Four graduate courses selected in consultation with the M.P.A. coordinator	12
	<hr/> 12
Total Credits	<hr/> 42

Five-Year Degree Program

The five-year plan offers a program for the JMU undergraduate that, if the student performs satisfactorily, leads to the M.P.A. in five years - four undergraduate years and one graduate year of study. The five-year M.P.A. requires 30 graduate credits in academic course work. A student interested in the five-year M.P.A. should meet with the M.P.A. coordinator early in the sophomore year and complete a Five-Year Degree Application. At this time, the student and the M.P.A. coordinator will adopt a plan of study for the next three years. The plan will include a schedule of public administration courses and the choice of a concentration. The concentration should be tailored to support the student's career goals. The plan is tentative and may be modified by the student with the permission of the M.P.A. coordinator. The student should meet with the M.P.A. coordinator periodically to review the plan and modify as appropriate.

Students entering the five-year M.P.A. program are not required to major in public administration as undergraduates: they may major in any field. However, they are required to complete the public administration courses listed below while undergraduates and will be required to complete 6-9 hours of reserve graduate credit (see "Reserve Graduate Credit") while still undergraduates. Students wishing to continue in the program must earn a 3.0 (B) grade point average or better in those courses.

In addition, the student must take one or more courses in the student's chosen area of concentration, earning a 3.0 grade point average or better. The student should do sufficient work in the area of concentration to qualify for graduate courses in that chosen area. Graduate work done in the area of concentration may include 500 level courses subject to the constraint that at least half of the student's total course load should be numbered 600 or higher.

The student must formally apply for acceptance into the graduate M.P.A. program during the spring of his or her junior year. A five-year program student must begin the program in the fall semester. The student must submit a transcript of all courses taken at James Madison University and other colleges and universities. The student must also submit Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) scores for review. The student may also submit recommendations from two James Madison University faculty members. The M.P.A. admissions committee will not act on an application until the committee receives a completed application. The completed application includes grades of B or above for all undergraduate courses required for acceptance into the five-year program.

Acceptance into the five-year program is conditional. The student must receive acceptable GRE or GMAT scores and earn a B or higher on the three reserve graduate courses taken during the student's fourth year of undergraduate study.

Five-Year Recommended Schedule

Undergraduate Curriculum	Credit Hours
Freshman or Sophomore Year	
GPOSC 225. U.S. Government	4
PUAD 265. Public Administration	3
Sophomore Year	
POSC 295. Research Methods	4
Sophomore or Junior Year	
POSC 302. State and Local Government	3
PUAD 381. Public Budgeting	3

Junior Year

MGT 365. Human Resource Management 3

Junior or Senior Year

POSC 405. Seminar in American Government 3

PUAD 415. Legal Environment of Public Administration 3

26

Concentration

3 or more

The student should do sufficient work in the area of concentration to qualify for graduate courses in that chosen area (See individual concentration listings for specific credit information).

Total Undergraduate Credits

29 or more**Reserve Graduate Courses**

Undergraduate students nearing completion of their undergraduate degrees may take up to nine hours of graduate course work for reserve graduate credit during their senior year after being fully accepted to the College of Graduate and Professional Programs in the usual manner.

The student will need to complete three graduate courses for reserve credit in the senior year. The reserve graduate credits do not count toward the undergraduate degree or toward any undergraduate major or minor: they are held in reserve for the graduate M.P.A. Thus the student must meet all requirements for the undergraduate degree without counting these courses.

Written permission to take reserve graduate courses must be obtained from the M.P.A. coordinator and the dean of the College of Graduate and Professional Programs prior to enrollment. The student should apply for permission during the junior year. The student should complete the following three courses.

Fourth Year Reserve Graduate Credit**Fall of Senior Year**

PUAD 620. Seminar in the Politics of the Administrative Process 3

Spring of Senior Year

PUAD 641. Public Budgeting 3

PUAD 625. Seminar in Public Management Issues 3

Total Reserve Graduate Credits 9

Fifth Year Graduate Credit**Fall of Fifth Year**

PUAD 605. Research Design for Policy Evaluation 3

MBA 650. Managing Human Resources 3

Two graduate courses in the student's concentration 6

Spring of Fifth Year

PUAD 606. Program Evaluation in Public Administration 3

Two graduate courses in the student's concentration 6

Take M.P.A. comprehensive examination

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Total Graduate Credits

30**Internship****Summer of Fifth Year**

PUAD 696. Internship in Public Administration 6

Total Graduate Credit

36**Financial Assistance**

A limited number of graduate assistantships are available on a competitive basis for the fifth year. However, students with assistantships are limited in the number of credits taken per semester and

ordinarily will not be able to complete the program in five years.

All relevant regulations in the undergraduate and graduate catalogs are applicable.

Further Information

Please contact:

Dr. Douglas Skelley, M.P.A. Coordinator
skellebd@jmu.edu

Dr. Glenn Hastedt, Chair, Political Science Department
hastedgp@jmu.edu

Political Science Department, MSC 1101
 James Madison University
 Harrisonburg, VA 28807

(540) 568-6149 or (540) 568-3737

<http://www.jmu.edu/polisci/mpa/>

Course Offerings

Public Administration

PUAD 515. Legal Environment of Public Administration. 3 credits.

Study of the constraints imposed on public administrators by law and judicial oversight. The course will address federal and state constitutions, judicial review, organizational and personal legal accountability, personnel law, and procurement law.

PUAD 583. Emerging Issues in Public Administration. 3 credits.

A detailed, research-oriented study of an emerging issue in public administration. The course will examine new or emerging topics in the public administration profession with extensive readings and research focused on the contemporary academic and professional literatures. The course may be repeated for credit with a change in subject matter. *Prerequisite: Permission of instructor.*

PUAD 605. Research Design for Policy Evaluation. 3 credits.

Application of social science methodology to program and policy evaluation. Research design and data collection, as well as planning techniques, are covered.

PUAD 606. Program Evaluation in Public Administration. 3 credits.

Application of systematic analysis to program and policy evaluation. Students will complete a computer-assisted research project. *Prerequisite: PUAD 605 or permission of instructor.*

PUAD 620. Seminar in the Politics of the Administrative Process. 3 credits.

A study of public administration as part of the political process. Includes administration and politics, organizational structure and behavior, and patterns of management and decision making. Serves as the introductory course to the *Master of Public Administration* program.

PUAD 625. Seminar in Public Management Issues. 3 credits.

A study of contemporary issues and problems facing the public manager. Contemporary management systems, techniques and devices will be discussed and case studies will be extensively used.

PUAD 641. Public Budgeting. 3 credits.

Public budgeting practices and skills with an emphasis on the federal budget process. Topics include politics of the budget process, budget types and analytic techniques for budgeting.

PUAD 680. Reading and Research. 3 credits.

Under faculty supervision, independent study of a specialized area of public administration. *Prerequisite: Permission of instructor.*

PUAD 683. Special Topics in Public Administration. 3 credits.

A detailed study of a selected area in public administration. May be repeated with a change in subject matter. *Prerequisite: Permission of instructor.*

PUAD 696. Internship in Public Administration. 3 - 6 credits.

Supervised professional administrative experience with a public or nonprofit agency. Credit for 200

or 400 hours of work is three or six credits. Assigned readings, reports and a research paper are required. *Prerequisite: Permission of instructor.*

PUAD 698. Comprehensive Continuance. 1 credit.

Continued preparation in anticipation of the comprehensive examination. Course may be repeated as needed.

Political Science

POSC 561/HIST 561. Seminar in Marxist-Leninist Theory. 3 credits.

A study of the most significant ideas concerning politics, society, economics and philosophy which have shaped Communism and Marxist varieties of socialism.

POSC 680. Reading and Research. 3 credits.

This course offers the individual student the opportunity for reading and research under faculty supervision in the areas of public and nonprofit administration that are of special interest to the student.



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Public Health

Dr. Stephen Stewart, Graduate Coordinator

For information, call (540) 568-8195

Web site: <http://www.commonwealthmph.org/>

Admission

Application materials must be downloaded from the MPH Web site and submitted to the address below:

The Commonwealth Master of Public Health Program
Eastern Virginia Medical School
P.O. Box 1980
Norfolk, VA 23501-1980

(757) 446-6120

Email: info@commonwealthmph.org

Refer to the "Application Requirements" section on Page 158 for additional information.

Application Deadlines

Completed applications must be received by the date specified on the MPH Web site at <http://www.commonwealthmph.org/>. Applications received after this deadline may be considered based on space availability and merit.

Mission

Commonwealth MPH Program graduates will possess an understanding of the public health sciences, knowledge, and skills that are used in health care management, population-based research, and the community practice of public health.

The program is designed for working professionals. Most courses will be offered via distance-learning platforms used by the four sponsoring institutions. Specialty concentrations will be offered in Health Management/Policy and Health Education/Behavior. Alternatively, students may select a General MPH track that provides flexibility in structuring specialty courses. Courses are taught by faculty from all four institutions, and may be supplemented by community faculty with expertise in specific topics.

The program will benefit professionals working in private, government, or community organizations, or the military, who are responsible for:

- § assessing health status or population needs
- § designing and implementing programs to meet identified needs
- § managing administrative functions in health organizations
- § conducting program evaluation and outcomes research
- § developing coalitions to meet community needs
- § marketing health services
- § analyzing the epidemiology of specific diseases
- § measuring or assuring the quality of health care services

Accreditation

The State Council of Higher Education for Virginia approved the program in February 2003. The four sponsoring institutions are regionally accredited, and collectively offer an extensive range of undergraduate and graduate degree programs. An application for accreditation will be submitted in



2006 to the Council on Education for Public Health (CEPH), the national accrediting body for schools and programs in public health. The curriculum is modeled after the EVMS/ODU residential MPH Program, which is fully accredited by CEPH.

Program Structure

The program is a collaborative effort of four equal partners: Eastern Virginia Medical School, George Mason University, James Madison University and Old Dominion University. EVMS will serve as the school of record, and will prepare diplomas and certify that students have met all graduate requirements. The diploma will reflect the names and official seals of the four sponsoring institutions.

The Masters of Public Health program will consist of 41 credit hours. The program is designed to be completed in two years. All students are expected to take six to seven credit hours per trimester.

Students will take two courses each trimester. In addition to the required courses, students will participate in a five-day residential program conducted at the beginning of each academic year hosted at one of the sponsoring institutions. During the orientation, students will participate in an "Introduction to Online Learning" course where they will become familiar with selected computer technology such as the use of word processing, spreadsheets, sending e-mail and navigating the Web, and other skills required to effectively access the distance courses.

Distance education allows students to complete many courses at the time and place most convenient to their schedule. Courses taught using synchronous technology will generally be conducted in the evenings or possibly on Saturdays. Distance classes will be delivered online each semester with occasional videoconferences. Online lectures will consist of PowerPoint presentations with an audio component, and some lectures include video presentations. Real interaction will be conducted through Live Talks, chat rooms and phone conversations. There are group assignments in some courses, and students will communicate via bulletin boards, chat rooms, and the telephone to complete projects.

In addition to the required course work, students must complete a field practicum in their area concentration. During the second on-site week students will take an exam covering the core competencies in public health and will identify their practicum sites.

Students not seeking the MPH degree may take up to three program courses if space is available.

Admission Requirements

For U.S. Citizens and Permanent Residents

§ Baccalaureate degree from accredited college or university, with an undergraduate grade point average (GPA) of 3.0 in courses taken in the last 60 credit hours. Applicants that meet the 3.0 GPA requirement and are U.S. citizens do not need to submit GRE scores. Applicants with a GPA between 2.5 and 2.99 in the last 60 credit hours of undergraduate courses must submit a Graduate Record Examination (GRE) or equivalent (e.g., MCAT) score within the last five years. For non-probationary admission, U.S. students must score 800 or higher on the combined verbal and quantitative sections, and 3.5 or higher on the analytical section. Applicants with a GPA under 2.5 will not be considered for admission to the program.

§ Completed application packet with three letters of recommendation.

§ One or more years of public health work experience is preferred but not required for all candidates. Special consideration may be extended for candidates who have 10 or more years of public health work experience.

§ Application fee for U.S. citizens is \$50.

For International Students

§ Baccalaureate degree from accredited college or university, with an undergraduate Grade Point Average (GPA) of 3.0 in courses taken in the last 60 credit hours.

§ All international students must submit GRE scores. For non-probationary admission, international students must have a combined score of 1000 or higher on the verbal and quantitative sections, and 3.5 or higher on the analytical section.

§ TOEFL score of 650 for paper-based test and 278 for computer-based test for applicants whose native language is not English.

§ Completed application packet with three letters of recommendation.

§ One or more years of public health work experience is preferred but not required for all candidates. Special consideration may be extended for candidates who have 10 or more years of

public health work experience.

§ International students must abide by all U.S. Immigration laws throughout their enrollment at EVMS. This includes, but is not limited to, qualifying for and obtaining a proper VISA prior to attendance. For further information, please contact Mr. Michael Cox in the EVMS Office of Human Resources at 757-446-6043.

§ Application fee for international applicants is \$100.

Application materials must be downloaded from the MPH Web site and submitted to :

The Commonwealth Master of Public Health Program
Eastern Virginia Medical School
P.O. Box 1980
Norfolk, VA 23501-1980

Tuition and Fees

Consult the MPH Web site for the current tuition and fee structure. Tuition is subject to change. Federal financial aid is available to U.S. citizens and permanent residents. Limited financial aid may be available to international students through private lenders. Other costs include books, student fees, computer hardware/software, and participation in residential orientation programs conducted each year at one of the sponsoring institutions. To review the Commonwealth MPH student budget or to obtain additional information, review the EVMS Office of Financial Aid Web site at www.evms.edu/students/fin-aid or call (757) 446-5813. EVMS is the school of record for this program.

Curriculum

The table below depicts the two-year curriculum of the program. Additional details such as starting dates, times, etc. will be posted to this Web site at least three months prior to the beginning of each semester. All students must complete the Core Courses shown in Year 1.

Commonwealth MPH Program Courses

First Year Courses

	Credit Hours
Fall Semester	
CMPH 600. Health Education and Behavioral Science (Core)	3
CMPH 601. Principles of Epidemiology (Core)	3
CMPH 602. Ethics in Public Health Practice (Core)	1
	Credit Hours
Spring Semester	
CMPH 603. Health Administration and Organization (Core)	3
CMPH 604. Introduction to Biostatistics (Core)	3
	Credit Hours
Summer Semester	
CMPH 605. Environmental Health Science (Core)	3
CMPH 606. Survey Development and Program Evaluation	3
CMPH 650. Community Practicum	1
	<hr style="width: 100%; border: 0.5px solid black;"/> 20

Second Year Courses

	Credit Hours
Fall Semester	
CMPH 702. Specialty Track Course	3
CMPH 703. Specialty Track Course	3
CMPH 651. Community Practicum	1
	Credit Hours
Spring Semester	
CMPH 704. Specialty Track Course	3
CMPH 705. Specialty Track Course	3
CMPH 652. Community Practicum	1
	Credit Hours
Summer Semester	
CMPH 706. Specialty Track Course	3
CMPH 700. Capstone Seminar	3
CMPH 653. Community Practicum	1

Courses offered through James Madison University

Epidemiology

HTH 657. Chronic Diseases

Health Administration

HTH 659. Health Care Environment

HTH 660. Health Economics

HTH 661. Financial Management of Health Services Organizations

HTH 669. Modern Health Care Administration

HTH 685. Field Work in Health

Health Education

HTH 510. Human Sexuality

HTH 549. Contemporary Health Issues

HTH 552. Strategies for Health Change

HTH 558. Health Planning

HTH 655. Research Techniques

HTH 671. School Health Practice

Because multiple institutions are involved, some variance is possible for the beginning and ending dates of semesters, depending on which school is teaching a given class. As a general rule, the following guide depicts when the three semesters are structured in relation to the calendar year for the participating institutions:

Fall Semester = Mid-August to mid-December

Spring Semester = January to April

Summer Semester = Early May to early August

Transfer Policy

Students may be eligible to transfer up to six credit hours of graduate course work. All transfers must be approved in writing by the program director.

Course Offerings

Public Health

CMPH 604. Introduction to Biostatistics. 3 credits.

An introduction to statistical techniques in the health field. Emphasis is on descriptive statistics, probability and its application to screening tests, hypothesis testing, estimation, analysis of variance models, simple and linear regression, analysis of covariance, correlation, chi-square tests, survival analysis, and nonparametric statistics. Analysis of data using statistical software will be demonstrated. Lectures, reading assignments, and written assignments.

CMPH 601. Principles of Epidemiology. 3 credits.

An introduction to epidemiology as a body of knowledge and a method for analyzing community health problems. Emphasis is on how to measure and describe the health of populations, the natural history of diseases in population groups, sources of data, study designs, measurements of risk, evaluation of screening tests, causal inferences, and outbreak investigation. Lectures, reading, and individual and group assignments.

CMPH 600. Health Education and Behavioral Science. 3 credits.

An introduction to the underlying principles and theories of health education and behavior change for public health. The course will focus on community assessment, planning, implementation, promotion, and evaluation of health education efforts. Special attention will be paid to populations bound by shared risks and behaviors. Lectures, readings, individual and group projects.

CMPH 603. Health Administration and Organization. 3 credits.

An introduction to the understanding of the structure and functions of the American health care system, including public health practice and basic managerial responsibilities. Emphasis is on management tasks and styles, structure and trends in the health care system, legal and regulatory framework for public health, organizational and community assessment, and public health settings and services. Lectures, reading, and written assignments.

CMPH 605. Environmental Health Science. 3 credits.

An introduction to the chemical, physical, and biological factors affecting human health and disease. Emphasis is on the skills to detect environmental factors in health problems and to determine methods of control to prevent disease and maximize environmental quality. Lectures, readings, and required assignments.

CMPH 602. Ethics in Public Health Practice. 1 credit.

An examination of the central principles, concepts, and values in public health ethics. Emphasis is on identifying ethical issues in public health practice using lectures, readings, and group discussions.



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Special Education

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Professors

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Associate Professor

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Assistant Professor

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Admission Criteria

In addition to the College of Graduate and Professional Programs qualifications for admissions, potential candidates must meet the following requirements.

Admission criteria and the application process vary with the type of program or an individual's status. Requirements may include:

- § GRE scores at the 25th percentile or higher for both verbal and quantitative sections
- § Undergraduate grade point average of 2.75 or higher
- § Baccalaureate degree from a regionally accredited college/university
- § Professional résumé
- § A two- to three-page written statement (double spaced) describing the applicant's professional background, the educational issues that the applicant would like to address in the master's program and the applicant's long-term professional goals.
- § Acceptable Praxis scores
- § Completion of the teacher education application packet

Contact the James Madison University Education Support Center (<http://coe.jmu.edu/esc/index.shtml>) for specific requirements.

The special education program offers Master of Arts (M.A.T.) and Master of Education (M.Ed.) degree programs leading to professional licensure and area endorsement in Virginia. The licensure



programs are designed to prepare resilient teachers who are advocates for children and youth with disabilities, are qualified for the complexity of their professional roles, and are reflective problem-solvers. The program also offers a non-teaching Master of Education degree.

Program Mission and Outcomes

The Special Education Program at James Madison University is committed to excellence in teaching, scholarship and service that will influence policy and practice related to the education of individuals with disabilities. Our mission is to prepare exemplary professionals to generate, use, and disseminate knowledge about teaching, learning, and human development to solve critical educational and human service problems in a diverse global community. To that end, graduates of the program will be able to:

- § Demonstrate knowledge of characteristics and issues surrounding those areas of disability identified for services through federal and state legislative mandates.
- § Demonstrate knowledge of historical, current, and emerging perspectives on theory and practice.
- § Demonstrate understanding of social, cultural, and linguistic influences on children, youth, and adults with special needs.
- § Demonstrate an understanding of principles of learning and theoretical approaches for cognitive, physical, and behavioral intervention.
- § Demonstrate a level of skill competence sufficient to assure positive growth and development in those individuals served.
- § Serve as reflective, resilient teachers or professional service providers who are advocates for individuals with disabilities.

Program Descriptions

M.A.T. in Special Education

The Master of Arts in Teaching (M.A.T.) degree program is designed to lead to initial licensure in special education with specific areas of concentration in teaching school-age (K-12) students with emotional disturbance, learning disabilities, and mental retardation, or, early childhood special education (ECSE) – children birth through age five. Candidates completing the program are prepared to serve as teachers of individuals with disabilities in a variety of educational placements.

Candidates admitted to the program will have earned a bachelor's degree from an approved college or university. Candidates are required to provide transcript evidence that they have completed liberal studies and specified subject matter courses deemed necessary for pursuing licensure in special education. Those candidates not having such course work will be required to complete undergraduate-level general education and/or subject matter content courses under the terms of *provisional admission* to graduate study as a degree-seeking candidate. Candidates applying to the program subsequent to the completion of another approved licensure program at JMU (e.g., early childhood education) need not submit Graduate Record Examination scores. They may support their application with documentation verifying a successful track record in teacher education at JMU; this is to include successful Praxis I and II scores. All other applicants must fully meet admission criteria for the special education M.A.T. program including satisfactory Graduate Record Examination scores. Teacher candidates must also apply for, and be admitted to, teacher education at JMU.

The M.A.T. program includes 37 credit hours of professional education course work on the graduate level for the K-12 concentration (18 additional credit hours of prerequisite supporting courses if needed) and 31 credit hours of professional education course work on the graduate level for the ECSE concentration (15 additional credit hours of prerequisite supporting courses if needed). At least half of a candidate's program of study must be taken at the 600 level. Depending on a candidate's prior academic preparation, other prerequisite course work may be needed for unconditional admission to this graduate program and to meet teacher licensure requirements. A comprehensive examination, written and/or oral, will be completed during the candidate's final semester.

K-12 M.A.T. Program

Minimum Requirements

SPED 503. Application of Ed Tech for Students with Disabilities 1

Credit Hours

SPED 512. Behavior Management in the Classroom	3
SPED 520. Differentiation of Instruction and Collaboration in Special Education	3
SPED 607. Curriculum and Methods in Special Education	3
SPED 611. Nature and Issues of Learning Disabilities	2
SPED 612 Psychoeducational Assessment of Learning and Behavior Problems	3
SPED 613. Teaching Individuals with Learning and Behavior Problems	3
SPED 615. Transition Services for Students with Mild Disabilities	3
SPED 630. Nature and Issues of Mental Retardation	2
SPED 640. Nature and Issues of Emotional/Behavioral Disorders	2
SPED 650. Student Teaching in Special Education	6
SPED 650. Student Teaching in Special Education ²	6
Electives (by advisement only)	
CSD 540. Language Disorders	
PSYC 614. Advanced Developmental Psychology	
EDUC 620. Changing Contexts of American School	
MIED 530. Teaching Mathematics in the Elementary and Middle Grades	
An approved reading course	

1 Other courses as determined by the individual needs of the candidate and upon approval of the adviser. 2 K-12 program requires 2 student teaching experiences at upper and lower grade levels across multiple areas of disability – for candidates who have completed other JMU licensure programs, one student teaching may be sufficient.

ECSE M.A.T. Program

	Credit Hours
Minimum Requirements¹	
SPED 503. Application of Ed Tech for Students with Disabilities	1
SPED 505. Service Delivery in Early Childhood Special Education	3
SPED 512. Behavior Management in the Classroom	3
SPED 621. Nature and Issues of Early Childhood Special Education	3
SPED 622. Assessment in Early Childhood Special Education	3
SPED 623. Programming in Early Childhood Special Education	3
SPED 625. Medical & Technological Aspects of ECSE	3
SPED 626. Practicum: Infants & Toddlers with Disabilities	3
SPED 627. Practicum: Early Childhood Special Education	3
SPED 650. Student Teaching in Special Education	6
Electives (by advisement only)	
CSD 540. Language Disorders	
PSYC 614. Advanced Developmental Psychology	
EDUC 620. Changing Contexts of American School	
An approved reading course	

1 Other courses as determined by the individual needs of the candidate and upon approval of the adviser.

M.Ed. in Special Education

For candidates completing the JMU undergraduate, pre-professional special education program, a 5th year Master of Education degree in special education is offered with endorsement tracks in either K-12 or early childhood special education. The pre-professional program complements this professionally oriented master's degree program by providing the requisite course offerings and experiences that form the foundation for admission to the 5th year Master of Education (M.Ed.) degree program.

Individuals who already hold a professional teaching license in special education or those wishing to work with individuals with disabilities in areas other than teaching may wish to complete the non-teaching sequence. Candidates who pursue the non-teaching M.Ed. program typically do so to advance their knowledge of particular disabilities and further develop specific areas of interest. Graduates of this program, who are not interested in becoming a teacher, often find employment in vocational programs, residential programs or other alternative service settings.

Candidates working toward the completion of the M.Ed. degree in special education must obtain at

least a letter grade of "B" in all graduate level special education required or elective courses. Candidates who receive a letter grade lower than "B" must repeat the course. Should a candidate receive a letter grade of "B" or "C" in a required or elective course external to the special education program, that "C" may be offset by a letter grade of "A" as stipulated in the College of Graduate and Professional Programs grading policy; however, the three "C" dismissal policy still applies.

Exceptions to all program requirements must be approved in writing by the program coordinator and by the dean of the College of Graduate and Professional Programs. When exceptions relate to licensure, the approval of the dean of the College of Education is also required.

5th Year K-12 Program

Completion of the K-12 concentration is required for K-12 licensure in special education with endorsements in emotional disturbance, learning disabilities and mental retardation. Completion of the early childhood special education 5th year concentration is required for the birth through age five endorsement.

This concentration is offered in conjunction with an undergraduate pre-professional program in special education. Candidates completing the professional licensure program must meet a set of content and endorsement-specific criteria that have been established by the Commonwealth of Virginia. In order to meet these requirements, candidates at the undergraduate level will have completed the Interdisciplinary Liberal Studies (IDLS) major or an approved alternative major (e.g., psychology, English, math) concurrently with the pre-professional program.

It is important for candidates to understand that they must meet the requirements for a baccalaureate degree and successfully complete all undergraduate pre-professional courses and experiences prior to being fully admitted to this M.Ed. program. Additionally, candidates must submit satisfactory scores on PRAXIS I and demonstrate satisfactory performance at each program evaluation point.

	Credit Hours
Minimum Requirements¹	
MSSE 630. Inquiry in Education	3
SPED 500. Individualized Education Programs and Curriculum-Based Assessment	3
SPED 510. Systematic Behavioral Interventions	3
SPED 520. Differentiation of Instruction & Collaboration in Special Education	3
SPED 600. Instructional Methods in Special Education	3
SPED 610. Practicum in Special Education Instructional Methods	2
SPED 615. Transition Services for Students with Disabilities	3
SPED 650. Student Teaching in Special Education	4
SPED 650. Student Teaching in Special Education	4
SPED 670. Professional Practice Seminar	2
SPED 675. Applied Research in Special Education	3
	<hr style="width: 100%; border: 0.5px solid black;"/> 33

¹ Completion of an additional student teaching (SPED 650) is required for endorsements in emotional disturbance, learning disabilities and mental retardation; a total of 40 credit hours.

5th Year ECSE Program

Completion of the early childhood special education concentration is required for licensure and endorsement in early childhood special education. This concentration is also offered in conjunction with an undergraduate pre-professional program in special education. As with the K-12 concentration, candidates completing this program must meet a set of content and endorsement-specific criteria that have been established by the Commonwealth of Virginia. In order to meet these requirements, candidates at the undergraduate level will have completed the IDLS major or an approved alternative major (e.g., psychology, English, math) concurrently with the pre-professional program.

It is important that candidates understand that they must meet the requirements for a baccalaureate degree and successfully complete all undergraduate pre-professional courses and experiences prior to being fully admitted to the M.Ed. program. Additionally, candidates must submit

satisfactory scores on PRAXIS I and the GRE.

Minimum Requirements	Credit Hours
MSSE 630. Inquiry in Education	3
SPED 505. Service Delivery in Early Childhood Special Education	3
SPED 510. Systematic Behavioral Interventions	3
SPED 621. Nature and Issues of Early Childhood Special Education	3
SPED 622. Assessment in Early Childhood Special Education	3
SPED 623. Programming in Early Childhood Special Education	3
SPED 625. Medical and Technological Aspects of Early Childhood Special Education	3
SPED 626. Practicum: Infants and Toddlers with Disabilities	3
SPED 627. Practicum: Early Childhood Special Education	3
SPED 650. Student Teaching in Special Education	6
	<hr/>
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Non-Teaching Program

The graduate special education non-teaching program is a 30-hour program with a minimum of 18 hours in special education and related graduate courses. The remaining 12 hours include courses that meet specific individual needs and career objectives. The program is not designed to meet Virginia requirements for teacher licensure or endorsement. This program is primarily for those individuals currently working in an area that requires knowledge and some related skills for working with individuals with disabilities, but not necessarily in a pedagogical role, or those individuals who already hold special education licensure. Included in the 18-hour concentration is an internship that may occur as a formal placement by the university or as a result of supervised employment.

Candidates may select course work from existing special education courses (relating to emotional disturbance, learning disabilities, mental retardation and/or early childhood special education) and from various interdepartmental graduate courses. Each candidate will be required, using the direct guidance of his or her adviser, to design a program of study that will meet individual needs and career objectives.

Minimum Requirements:	Credit Hours
Choose from the following:	18
SPED 512. Behavior Management in the Classroom	
SPED 611. Nature and Issues of Learning Disabilities	
SPED 630. Nature and Issues of Mental Retardation	
SPED 640. Nature and Issues of Emotional Disturbance	
SPED 653. Internship in Special Education: Non-teaching	
Electives (by advisement only):	12
PSYC 515. Basic Counseling Skills	
SPED 501. Workshop in Special Education	
SPED 615. Transition Services for Students With Disabilities	
SPED 621. Nature and Issues of Early Childhood Special Education	
	<hr/>
	30

¹ Electives may also be chosen from the areas of communication sciences and disorders, human resource development, psychology, secondary education, speech pathology, early childhood and middle education. Acceptable courses are determined by the individual needs of the candidate and upon approval of the adviser.

Graduation

All requirements for the degree must be completed by the date the degree is conferred to receive a diploma dated the day of graduation. Applications for graduation should be completed early in the term in which the candidate plans to graduate. Candidates who will satisfy all degree requirements in the summer may participate in the Spring commencement ceremony if they have completed an Application for Graduation form signed by their adviser and program coordinator, and they must be pre-registered for summer classes prior to the May commencement ceremony. Candidates must be

enrolled during the semester in which the degree is to be conferred. It should be noted that applicants actually graduate and receive their degrees only when all requirements are satisfied. Candidates who do not satisfy all requirements for graduation will be notified of deficiencies and may reactivate their applications for a later graduation date.



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Technical and Scientific Communication

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For information, call (540) 568-8018

Web site: <http://www.jmu.edu/tsc/>

Professors

M. Hawthorne, A. Philbin

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Instructor

S. Eagle

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Admission

In addition to satisfying all admission requirements of the JMU College of Graduate and Professional Programs, applicants must submit to the director of the TSC institute an application dossier that includes the following documents.

§ A background and goals statement that explains how the Master of Arts or Master of Science program relates to the applicant's prior experience and how it fits into his or her long-range professional goals.

§ Three letters of recommendation from people who can comment on the applicant's academic preparation and professional experience.

§ 20 to 30 pages of writing samples from academia or the professions.

Nonnative speakers of English must take the Test of English as a Foreign Language and receive a score of at least 550. Applicants may use the letters of recommendation and writing samples to support an application for financial aid.

Admission may begin in either the fall or spring semester. To receive full consideration for admission into the programs as well as for financial aid, students should submit their application packages to the College of Graduate and Professional Programs by May 31 for fall semester and August 31 for spring semester.

Application forms for admission and assistantships are available online from the College of Graduate and Professional Programs at <http://www.jmu.edu/cgop/gradforms.shtml>.

Mission

The Institute of Technical and Scientific Communication offers programs that combine training and education to prepare students for information management.



The central mission of the TSC programs is to enable graduates to grow as professionals and, ultimately, to contribute to the developing field of technical and scientific communication.

Through a blend of course offerings and internship programs, the Master of Arts and Master of Science programs in technical and scientific communication seek to provide students with communication skills and training that will enable them to build productive careers in industry or academia. They also introduce students to the most current communication technologies used to produce documents of professional quality not only during their studies at James Madison University but also throughout their careers. Finally, students learn the kinds of communication, analytical and reasoning skills that will allow them to become leaders in their fields.

The specific goals of the Master of Arts and Master of Science degrees are to help students to

- § define what effective communication means in technical and scientific environments.
- § enhance their understanding of how and why communication works.
- § learn how to identify and eliminate barriers to effective communication.
- § improve the efficiency and effectiveness of their communication management.
- § develop research skills.
- § create for themselves a cognate area of study within the scientific or technical field in which they intend to work as professional technical communicators.

To achieve these goals, the programs combine work in theory, writing, text design, and analysis of communication systems and contexts to help students to acquire the knowledge and skills needed to begin careers in technical or scientific communication. The programs emphasize scholarly, humanistic and social scientific perspectives on the function and application of technical and scientific communication.

Consequently, the programs provide students with not only the knowledge and skills required for careers in industry, business or government but also the research skills and communication theory that will prepare them for doctoral study in communication and rhetoric. The long-range goal of the Master of Arts and Master of Science degrees, then, is to enable program graduates to grow as professionals and, ultimately, to contribute to the developing field of technical and scientific communication.

While studies in both programs provide students with a sound foundation in writing, editing and document production, the Master of Arts degree typically attracts students with undergraduate work centered in the humanities. Although these students often supplement their TSC degree plan with courses in the sciences, they are primarily interested in gaining extensive knowledge and practice in writing and editing skills that are not tied to a single technical or scientific field but, rather, are applicable to multiple technical or scientific areas.

Conversely, the Master of Science degree plan of study typically proves attractive to students who want to complement their undergraduate degrees in the sciences with advanced training in communication within their fields. Such complementary training in technical and scientific communication enables Master of Science graduates not only to perform more effectively as technicians or scientists but also to move laterally into writing, editing or production positions or vertically into management positions.

Degree candidates must successfully complete a minimum of 36 credit hours of graduate course work, which includes a minimum of two semesters of course work completed at JMU. Students work with department advisers to design a program that fits their unique educational needs and career aspirations. Depending on their backgrounds and options they might choose to pursue while in the degree program, students may decide to take course work beyond the required 36 hours to obtain additional knowledge or skills in specialized areas. For example, students may choose to take extra course work to enhance their skills in communication technologies or to deepen their academic training in the technical or scientific content areas in which they intend to work as professional writers or editors.

Language Requirement

The Master of Arts and Master of Science programs require that the candidate demonstrate graduate-level proficiency in foreign language, statistics or computer programming in one of following ways.

- § Completing the second year of a college course in a modern foreign language with a grade of "C" or above, or completion of the foreign language placement exam administered by the

Department of Foreign Languages and literatures with a placement into the junior level of the language.

§ Completing an approved graduate statistics or computer programming course (or equivalent) with a grade of "B" or better.

§ Receiving a waiver from the department of its foreign language examination or the required statistics or computing course work based on the student's extensive language background in one of those areas.

A student should state in his or her plan of study the means by which he or she has already satisfied or plans to satisfy the language requirement. A degree candidate must complete the language requirement before taking the comprehensive exams.

Degree Requirements

Students in the *Master of Arts* or *Master of Science* program must successfully complete three core courses (nine credit hours), a technical communication internship (three credit hours) and six credit hours of thesis hours.

Students seeking a *Master of Arts* degree must also complete 18 credit hours of TSC elective courses.

Students seeking a *Master of Science* degree must also complete 9 credit hours in an approved technical or scientific cognate discipline and 9 credit hours of TSC elective courses.

At least half of the student's elective credit hours must come from course work at the 600 level. Up to six of those hours may be TSC 700, Thesis. Students may take courses at the 700 level to satisfy the remainder of their electives requirement. Students who have obtained substantial work-world experience in designing, writing or producing documentation in technical or scientific fields may request credit for and waiver of course work, the internship or thesis.

Cognate Disciplines

To be competitive in many of today's scientific or technical disciplines, technical communicators must possess substantial knowledge of the scientific or technical field in which they are working. Through the TSC Master of Science program, students have the opportunity to gain that scientific or technical background while refining their skills as technical communicators.

Master of Science candidates must successfully complete at least 9 credit hours of course work at the graduate level in an approved technical or scientific cognate discipline: biology, chemistry, communication sciences and disorders, computer science, dietetics, geography, geology, health sciences, integrated science and technology, kinesiology, mathematics, medical technology, nursing, physics, or psychology. Master of Arts candidates are also encouraged to gain competence in a technical or scientific area before entering the professions. The advanced proficiency gained by the student in the selected cognate area will complement the student's education in TSC course work.

For approval to begin study in a chosen cognate discipline, Master of Science students should already possess a Bachelor of Science or comparable work-world experience in the proposed technical or scientific field and seek approval to enroll in cognate course work from the cognate discipline department and the director of the TSC Institute. Students who want to take course work in a cognate discipline that does not currently offer graduate studies may do so through independent studies with graduate faculty in the chosen field, distance learning with graduate programs at other accredited colleges or universities or graduate courses available through the College of Integrated Science and Technology. Independent studies with faculty in a cognate discipline department must be approved by the head of that department and by the TSC director. When transferring credit from other universities or receiving studies through distance learning, students should remember that the College of Graduate and Professional Programs allows up to nine credit hours of transferred course work to count toward a student's graduate degree at JMU.

Thesis

Degree candidates have two options for satisfying the thesis requirement for the Master of Arts or Master of Science degree.

§ Complete a traditional research-based master's thesis on a technical communication topic.

§ Complete a practicum that results in a work-world document (e.g., an online or bound computer tutorial, a user manual or a procedures manual).

Apart from directing the candidate in his or her planning, writing and producing the thesis, the thesis committee is responsible for ensuring that the candidate fully understands the departmental and university requirements of theses before he or she can become eligible for graduation.

Master of Arts Degree Requirements

Course Requirements	Credit Hours
Choose one of the following:	3
TSC 510. Seminar in Technical and Scientific Communication	
TSC 520. Technical and Scientific Communication for Nonnative Speakers of English	
TSC 530. Research Methods in Technical and Scientific Communication	3
TSC 540. Technical and Scientific Editing	3
TSC 695. Internship in Technical and Scientific Communication	3
Thesis or Practicum	6
TSC 700. Thesis	
Choose at least six of the following:	18
TSC 545. Ethical and Legal Issues in Technical and Scientific Communication	
TSC 550. Organizational Communication	
TSC 555. Managerial Communication	
TSC 560. Scientific Rhetoric	
TSC 570. Rhetorical Theory: Classical Through Renaissance	
TSC 580. Rhetorical Theory: Enlightenment through Contemporary	
TSC 590. Intercultural Technical Communication	
TSC 610. Publication Management	
TSC 615. Document Design	
TSC 620. Science Writing	
TSC 625. Government Writing	
TSC 630. Legal Writing	
TSC 635. Medical Writing	
TSC 640. Proposal and Grant Writing	
TSC 645. Documentation of Computer Technologies	
TSC 650. Electronic and Online Publication	
TSC 655. Electronic Graphic Design	
TSC 670. Teaching Technical and Scientific Communication	
TSC 680. Readings in Technical and Scientific Communication	
TSC 690. Special Issues in Technical and Scientific Communication	
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Master of Science Degree Requirements

Course Requirements	Credit Hours
Choose one of the following:	3
TSC 510. Seminar in Technical and Scientific Communication	
TSC 520. Technical and Scientific Communication for Nonnative Speakers of English	
TSC 530. Research Methods in Technical and Scientific Professional Communication	3
TSC 540. Technical and Scientific Editing	3
TSC 695. Internship in Technical and Scientific Communication	3
Thesis or Practicum	6
TSC 700. Thesis	
Cognate discipline courses	9
Choose at least three of the following:	9
TSC 545. Ethical and Legal Issues in Technical and Scientific Communication	
TSC 550. Organizational Communication	
TSC 555. Managerial Communication	
TSC 560. Scientific Rhetoric	

TSC 570. Rhetorical Theory: Classical Through Renaissance
 TSC 580. Rhetorical Theory: Enlightenment through Contemporary
 TSC 590. Intercultural Technical Communication
 TSC 610. Publication Management
 TSC 615. Document Design
 TSC 620. Science Writing
 TSC 625. Government Writing
 TSC 630. Legal Writing
 TSC 635. Medical Writing
 TSC 640. Proposal and Grant Writing
 TSC 645. Documentation of Computer Technologies
 TSC 650. Electronic and Online Publication
 TSC 655. Electronic Graphic Design
 TSC 670. Teaching Technical and Scientific Communication
 TSC 680. Readings in Technical and Scientific Communication
 TSC 690. Special Issues in Technical and Scientific Communication

¹ Master of Science candidates must choose a cognate discipline from the following: biology, chemistry, communication sciences and disorders, computer science, dietetics, geography, geology, health sciences, integrated science and technology, kinesiology, mathematics, medical technology, nursing, physics, or psychology.

Admission to Candidacy

Before enrolling in second-semester courses, students must submit to their graduate advisers a plan of study that identifies the focus of their study and the specific courses that they intend to complete toward that focus of study. When applying for admission to candidacy, Master of Arts and Master of Science students must have

- § completed all formal course work toward the degree, as required by the program and guided by the student's plan of study.
- § formed a thesis (or practicum) committee.
- § received the thesis committee's formal approval of the thesis proposal.
- § satisfied the language requirement.
- § passed the comprehensive examination.
- § passed the oral defense of the thesis.

After having received candidacy approval, the student may complete his or her thesis and then submit it to his or her thesis committee.

Course Offerings

TSC 510. Seminar in Technical and Scientific Communication. 3 credits.

A foundations course. The study of the theories and history of technical and scientific communication and its major figures and issues. Introduces students to foundational texts in the field.

TSC 520. Technical and Scientific Communication for Nonnative Speakers of English. 3 credits.

Study of theory, history and research in the field as well as extensive practice in designing, writing, revising and producing documents central to technical communication, including technical summaries, definitions, mechanism descriptions, process or procedure descriptions, proposals, reports and manuals. Emphasizes common problems confronted by technical communicators who are not native speakers of English, including organization, style, paragraphing, grammar, usage, punctuation and idiomatic language.

TSC 530. Research Methods in Technical and Scientific Communication. 3 credits.

Advanced study of research methodology used in technical and scientific communication, covering techniques for collecting information or data through primary and secondary research. Emphasizes extended bibliographic research through projects that employ conventional bound texts as well as electronic texts, including CD-ROM and the Internet.

TSC 540. Technical and Scientific Editing. 3 credits.

Advanced study of and practice in the central editorial duties of managing a document through the editorial process, including establishing the need, purpose and scope of a document; developing levels of edit; copyediting; substantive editing; determining document design; editing graphic aids; collaborating with authors; and proofreading. *Prerequisite: TSC 530 or permission of instructor.*

TSC 545. Ethical and Legal Issues in Technical and Scientific Communication. 3 credits.
Advanced study of the ethical and legal issues confronted by technical communicators in a range of fields. Examines the role of ethics in the field, the nexus of ethics and the law, ethical theories and critical thinking in moral reasoning, falsification of information or data in written or graphic form, ownership of information, confidentiality, copyright and trademark laws, conflicts of interest, and causes of unethical behavior. *Prerequisite: TSC 530 or permission of instructor.*

TSC 550. Organizational Communication. 3 credits.
Advanced study of the structure of communication in organizations by exploring formal and informal communication systems in government, industry and business. Examines the role of communication in the social construction of organizations with hierarchical and nontraditional structures. *Prerequisite: TSC 530 or permission of instructor.*

TSC 555. Managerial Communication. 3 credits.
Advanced study of how managers communicate in organizations by examining the various forms, contexts and functions of managerial written and verbal communication. Emphasizes the role of communication in management and the rhetorical guidelines followed by effective managers to design, write, revise and produce clear, concise and persuasive documents. *Prerequisite: TSC 530 or permission of instructor.*

TSC 560. Scientific Rhetoric. 3 credits.
Study of how writers and editors in technical and scientific communication structure language in communicating scientific knowledge and in presenting and defending a position. Examines theoretical approaches to the uses of language in science and technology within specialized disciplines, industrial organizations, and social and cultural settings as well as critical approaches to the works of figures such as Isaac Newton, Charles Darwin, James D. Watson, Francis Crick and Stephen Jay Gould. *Prerequisite: TSC 530 or permission of instructor.*

TSC 570. Rhetorical Theory: Classical through Renaissance. 3 credits.
Study of classical rhetoric with an emphasis on the use of language as a means of winning the assent sympathy or cooperation of an audience. Examines the rhetorical theories of figures such as Gorgias, Isocrates, Plato, Aristotle, Cicero, Quintilian and Saint Augustine. *Prerequisite: TSC 530 or permission of instructor.*

TSC 580. Rhetorical Theory: Enlightenment through Contemporary. 3 credits.
Study of modern rhetoric with an emphasis on the use of language as a means of generating knowledge and of understanding, establishing and maintaining human communities. The course examines the rhetorical theories of figures such as Francis Bacon, George Campbell, Richard Whately, Kenneth Burke, C. Perelman, L. Olbrechts-Tyteca and Michel Foucault. *Prerequisite: TSC 530 or permission of instructor.*

TSC 590. Intercultural Technical and Scientific Communication. 3 credits.
Study of technical and scientific communication in a variety of cultural and international settings and contexts. Emphasizes strategies for understanding and developing analytical skills needed to collaborate with or communicate to people with varied racial, ethnic or cultural backgrounds in both domestic and international settings. *Prerequisite: TSC 530 or permission of instructor.*

TSC 610. Publication Management. 3 credits.
Advanced study of the management and editorial policy of academic and professional publications. Examines such managerial and editorial responsibilities as defining editorial policy, choosing a management hierarchy, defining management roles, reviewing and editing submissions for publication, and collaborating with authors. *Prerequisites: TSC 530 and TSC 540 or permission of instructor.*

TSC 615. Document Design. 3 credits.
Advanced study of the document production process, including such design and production processes as creating publication designs, determining publication format and layout for a range of documents (e.g., brochures, newsletters, journals, and books), manipulating text and graphics using desktop publishing software, proofreading galley and page proofs, and submitting final drafts through electronic prepress to printer. *Prerequisites: TSC 530 and TSC 540 or permission of instructor.*

TSC 620. Science Writing. 3 credits.

Advanced writing course that examines the writing, editing and producing of scientific documents including manuals, research reports, conference papers and journal articles. Emphasizes the process of submitting manuscripts for publication to professional and academic science journals, magazines and newspapers and also reviews methods for creating finished, publishable articles about new research, theories, projects, trends and personalities in science and technology. *Prerequisites: TSC 530 and TSC 540 or permission of instructor.*

TSC 625. Government Writing. 3 credits.

Advanced study of writing genres from a variety of fields within government. Examines the purposes, audiences and formats unique to government publications. Directs students in writing original and editing existing government documents. *Prerequisites: TSC 530 and TSC 540 or permission of instructor.*

TSC 630. Legal Writing. 3 credits.

Advanced study of central components of legal writing such as legal analysis, representation of facts and evidence, reasoning, logic, and argumentation. Addresses such key rhetorical elements of legal documents as clarity and conciseness of style, level of diction, jargon, passive voice and errors in person. *Prerequisites: TSC 530 and TSC 540 or permission of instructor.*

TSC 635. Medical Writing. 3 credits.

Advanced study of the theory and practice of writing in medical/health-related fields. Examines the kinds of documentation written about medical practices for nontechnical audiences (patients and their families). Emphasizes communication between medical professionals and patients. *Prerequisites: TSC 530 and TSC 540 or permission of instructor.*

TSC 640. Proposal and Grant Writing. 3 credits.

Advanced study of the planning and writing of proposals and grants with emphasis on research proposals and grants seeking funding from industry and government. Covers key proposal components including the executive summary, purpose and scope, problem definition, need, methodology, project feasibility, facility requirements, personnel qualifications, cost, and proposal presentation. *Prerequisites: TSC 530 and TSC 540 or permission of instructor.*

TSC 645. Documentation of Computer Technologies. 3 credits.

Advanced study of theory and practice in designing, writing and producing computer documentation for end users. Emphasizes documentation design and production, online documentation, usability testing, and writing of user's guide for computer hardware and software. *Prerequisites: TSC 530 and TSC 540 or permission of instructor.*

TSC 650. Electronic and Online Publication. 3 credits.

Advanced study of electronic and online publications, including World Wide Web pages, electronic newsletters and magazines, and online help. Emphasizes principles in designing, writing and producing publications using such current authoring tools as the hypertext mark-up language, HTML. *Prerequisites: TSC 530 and TSC 540 or permission of instructor.*

TSC 655. Electronic Graphic Design. 3 credits.

Advanced study of the theoretical and practical use of computer graphics as a form of visual communication in scientific or technical documents. Examines topics such as visual perception, design theory, formatted text and graphics, color and design concepts, animation, and video. Emphasizes the development of technical skills in manipulating electronically generated text and graphics. *Prerequisites: TSC 530 and TSC 540 or permission of instructor.*

TSC 670. Teaching Technical and Scientific Communication. 3 credits.

Preparation of TSC teaching assistants in rhetorical theory and teaching methodologies. Emphasizes pedagogical strategies central to teaching effective written and oral communication in the field and provides practice in course development and assessment under the guidance of a faculty mentor in actual course situations. Required of all teaching assistants before their first semester teaching. *Prerequisites: TSC 530, TSC 540 and permission of instructor.*

TSC 680. Readings in Technical and Scientific Communication. 3 credits.

Faculty-supervised reading, research and writing on advanced technical and scientific communication projects not covered in regularly scheduled courses. *Prerequisites: TSC 530, TSC 540, permission of instructor, and completion of 18 or more credit hours in the major.* May be repeated with different content and permission of director.

TSC 690. Special Issues in Technical and Scientific Communication. 3 credits.

Advanced writing and research in a variety of technical communication genres, including government writing, medical writing, legal writing, and proposal and grant writing. Examines special and timely issues currently being explored in technical and scientific communication not addressed in sufficient depth in regularly scheduled TSC courses. *Prerequisites: TSC 530 and TSC 540.* May be repeated with different course content and permission of director.

TSC 695. Internship in Technical and Scientific Communication. 3 credits.

Work-world experience within business, industry, government or academia in technical and scientific communication. Designed to allow students to incorporate field experience with TSC course work and to observe communication processes and apply effective written, interpersonal and public communication skills. *Prerequisites: TSC 530, TSC 540 and permission of internship coordinator.* May not be repeated.

TSC 699. Thesis Continuance. 2 credits.

Individual reading, research and writing associated with completion of major's practicum portfolio. Directed by the chair of the student's thesis committee and required for graduation. *Prerequisites: TSC 530, TSC 540 and permission of thesis committee director.* Students who have registered for six hours of thesis credit but have not finished the thesis must be enrolled in this course each semester, including summers, until the thesis is completed. This course is graded on a satisfactory/unsatisfactory (S/U) basis.

TSC 700. Thesis. 6 credits.

Individual reading, research and writing associated with completion of major's practicum or thesis. Supervised by the director of the student's thesis committee. Student must complete six hours of thesis research to graduate. *Prerequisites: TSC 530, TSC 540 and permission of thesis committee director.* Credit hours may be taken over one or two semesters.



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