

2022-2023

Adult Degree Program Student Handbook



Professional & Continuing Education

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Welcome to the Adult Degree Program at JMU!

Education in today's vibrant and competitive marketplace has become a lifelong enterprise, essential for success in any career. As the job market becomes modernized and multifaceted, employees are increasingly required to develop unique and diversified skill sets in order to progress up the professional ladder. As a result, adult learners are enrolling in higher education in record numbers in order to boost their marketability and improve their job performance. As a student in the Adult Degree Program at JMU, you will be able to earn the quality education employers are seeking, achieve your lifelong goal of receiving a college degree, and broaden both your personal and professional horizons.

Specifically, the Adult Degree Program offers you the unique ability to create a personalized academic program of study that fits with your career goals and will help you take the next step in your professional journey. Our rigorous and engaging coursework will allow you to hone your current skill set and expand your professional and academic portfolio in a flexible, worker-friendly environment.

We understand the excitement and challenges pursuing a degree in higher education can bring. As such, we strive to offer a number of student resources to make your educational journey manageable. The information within this handbook is intended to provide you with the current policies and guidelines which are important to the completion of your degree.

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Adult Degree Program

Handbook Disclosure

While we strive to make sure that all of the information in this handbook is accurate and reflects the present state of the Adult Degree Program, **ALL** information is subject to change. As a result, as updates are made to campus-wide deadlines and procedures, the ADP student handbook may undergo editorial revisions at any time.

Program Overview

Individualized Study is the declared major for all Adult Degree Program (ADP) students. This major allows students to combine multiple interest areas and provides an accelerated path for degree completion. Students create a personalized interdisciplinary concentration, or focus of study, to meet their specific education and career objectives. ADP students have the option to earn a Bachelor of Individualized Study (BIS), a Bachelor of Arts (BA) in Individualized Study, or a Bachelor of Science (BS) in Individualized Study.

The Individualized Study major also offers students a distinctive educational opportunity that allows them to receive credit for college-level learning, such as professional or military experiences.

Program Mission

The ADP addresses the unique needs of adult learners through an innovative, personalized program of study that meets their individual education and career goals.

Program Vision

The ADP aims to deliver rigorous and engaging academics to adult learners through online and blended coursework which complements JMU's legacy in higher education.

Program Admission

Enrollment Requirements

To be eligible for admission into the ADP, students must meet the following criteria:

- 22 years of age or older
- At least 30 transferable college credits
- Cumulative GPA of 2.0 or higher for all coursework

Admission Procedures: Applicants New to JMU

Applications are accepted through the standard JMU Admissions process. Students can complete an online application at <https://www.applyweb.com/jmubis/index.ftl>.

The deadlines for applications are:

Term	Application Deadline	Classes Begin
Spring 1	December 1	mid-January
Spring 2	February 1	mid-March
Summer	April 1	mid-May
Fall 1	August 1	late-August
Fall 2	September 1	mid-October

Admission Procedures: Applicants Returning to JMU

Students who do not take classes for two or more consecutive semesters are considered inactive and must follow the re-entry processes described below.

- Returning students who have been away from JMU **fewer than two years** and are in Good Academic Standing, should complete the Intent to Re-Enroll form and submit it to the Registrar: <https://www.jmu.edu/registrar/students/intent-to-enroll.shtml>
- Students who have been away from JMU **longer than two years and/or were under Academic Suspension or Probation**, will need to contact the ADP office directly for specific instructions on how to apply for re-entry into the program. Deadlines are as follows:

Fall Semester	Spring Semester	Summer Sessions
Fall 1: July 1	Spring 1: November 1	April 1
Fall 2: September 1	Spring 2: February 1	

Program Advising

Academic Advisors

Advisors assist students in identifying and achieving their educational goals and degree requirements. All students receive assistance from academic advisors in the following areas:

- JMU policies, procedures, and resources
- ADP policies and procedures
- Degree completion, program of study, and amendments
- Selecting an appropriate name for your concentration
- Arranging independent study courses when appropriate
- Approval of amendments to the student's program of study

Students should communicate regularly with their advisor(s) to inform them of issues so they may provide appropriate assistance.

Curriculum

Bachelor of Individualized Study (BIS)

The BIS is a 120-credit degree program for students to earn one of the following:

- Bachelor of Individualized Study
- Bachelor of Science (BS) in Individualized Study
- Bachelor of Arts (BA) in Individualized Study

60 credits must be earned from a four-year accredited institution with at least 30 of the 60 credits earned at JMU.

All ADP students are Individualized Study majors earning an interdisciplinary degree. Students complete the required General Education credits and select courses from two or more subject areas to create a concentration best suited to meet their goals. Students will end their studies with the completion of an interdisciplinary research course.

General Education Requirements

For many years, ADP has required a slightly different set of General Education requirements than those completed by students in all other undergraduate programs at JMU. Beginning in the fall of 2021, the ADP curriculum will migrate to the General Education cluster model to better align with every other undergraduate program offered at JMU. The cluster model divides general education requirements into five distinct clusters which comprise around 41 credit hours in total. For more detailed information on which courses will suffice to fulfill each General Education cluster, students may peruse the following PDF: <https://www.jmu.edu/gened/files/general-education-planner-2022-23.pdf>

If you enrolled in the Adult Degree Program prior to the start of the Fall 2021 semester, you have *three years to complete your degree under the old general education model (by Fall 2024)*. All students who enrolled in the Adult Degree Program at the start of the Fall 2021 semester are required to fulfill the requirements outlined in the General Education Cluster Model. Any questions about general education requirements can be brought to the attention of Virginia Trovato, the ADP academic advisor.

General Education Cluster Model and Course Requirements

Cluster	Courses Required
Cluster One: Skills for the 21 st Century (3 courses, one test)	Complete one course in each of the following areas: <ul style="list-style-type: none"> • Critical Thinking • Human Communication • Writing
Cluster Two: Arts and Humanities (3 courses)	Complete one course in each of the following areas: <ul style="list-style-type: none"> • Human Questions and Contexts • Visual and Performing Arts • Literature
Cluster Three: The Natural World (3-4 courses)	Complete one course in each of the following areas: <ul style="list-style-type: none"> • Quantitative Reasoning • Physical Principles • Natural Systems • Lab Requirement
Cluster Four: Social and Cultural Processes (2 courses)	Complete one course in each of the following areas: <ul style="list-style-type: none"> • The American Experience • The Global Experience
Cluster Five: Individuals in the Human Community (2 courses)	Complete one course in each of the following areas: <ul style="list-style-type: none"> • Wellness • Sociocultural Dimension

See Appendix A for a list of online course offerings to fulfill degree requirements.

Bachelor of Arts Degree Requirements

To meet requirements for the Bachelor of Arts Degree, students must meet both a Philosophy and Foreign Language requirement.

Courses used to satisfy General Education requirements may not be used to satisfy Bachelor of Arts Degree requirements.

Discipline	Credits	Course Required
Philosophy	3	Any course number ¹ , except (G)PHIL 120 or (G)PHIL 150
Foreign Language	0-14	Any foreign language 232 ² or above

Bachelor of Science Degree Requirements

To meet requirements for the Bachelor of Science Degree, students must meet both a Scientific Literacy and Quantitative requirement.

Courses used to satisfy General Education requirements may not be used to satisfy Bachelor of Science Degree requirements.

Discipline	Credits	Course Required
Scientific Literacy	3-4	<ul style="list-style-type: none">• Any Anthropology, Biology, Chemistry, Economics, Geography, Geology, General Science, Interdisciplinary Science, Physics, Political Science, or Sociology course³• ASTR 120³, 121³, 220, 221, 297, 301, 320, 480• CS 139, 149, 159, 240, 261, 345• HSA 466• IA 241, 400• KIN 202
Quantitative	3	<ul style="list-style-type: none">• ENGR 332• HTH 320• ISAT 151³ or 251³• IA 340• KIN 411• Any Mathematics course³

¹ Excluding courses used to satisfy General Education Requirements.

² The foreign language requirement may be satisfied by successful completion of the second semester of the intermediate level of the student's chosen language (typically 232) or by placing out of that language through the Department of Foreign Language's placement test.

³ Excluding courses used to satisfy General Education Requirements.

Individualized Study Major Concentration

A student's concentration, or field of study, consists of a minimum of 30 credits, at least 24 of which must be upper-division credit (300- and 400- level courses). If a student transfers into JMU or takes courses elsewhere, at least 15 credits of the 30 concentration credits must be taken at JMU. This concentration also must include classes from two (2) or more academic disciplines and represent a coherent body of knowledge, which may require course work beyond the 30 minimum credit hours. Additionally, the interdisciplinary research course, IS 498, is included in the concentration and counts as 3 credits toward the minimum requirement of 24 upper-level credits.

While creating the BIS program of study, students work with an advisor to name their concentration, which is unique to their focus area of study and cannot be the same as an existing major at JMU (i.e. Marketing, Computer Information Systems, or Public Policy Administration). The concentration name should reflect the courses included in the program of study. For example, if coursework is completed in Business & Information Technology and Professional Workplace Communication, students can declare their concentration as Business Communications or Business Technology and Communications.

Note: Per accreditation rules, no more than 30 credits (10 classes) can be earned by non-College of Business (COB) majors within the 120 credit hours required for a bachelor's degree without a waiver from the COB Associate Dean. COB courses have the following prefixes: ACTG, BLAW, BSAN, CIS, COB, ECON, FIN, IB, MGT, and MKGT.

MGT courses in the **Small Business Management & Entrepreneurship** track and **CIS** courses in the **Business & Information Technology** track are exempt from the 30 credit (10 class) limit that can be earned by non-College of Business (COB) majors within the 120 credit hours required for a bachelor's degree.

Electives

The electives section is comprised of the following:

- OOO level transfer credits
- Other transfer credits that do not fulfill General Education or Concentration requirements
- IS 200: Orientation to Individualized Study
- IS 206: Researching, Writing and Documenting Prior Learning (required if submitting a portfolio of prior learning experience)
- Additional classes as needed to reach the 120-credit minimum for graduation

Students are encouraged to take courses that are of personal interest to them and outside of their concentration area to fulfill the electives.

18-Credit Interdisciplinary Tracks

The 18-credit interdisciplinary tracks are clustered courses that satisfy concentration requirements. Academic units at JMU developed the course content within the tracks to deliver a strong foundation for each area of study tailored for online delivery. Tracks may be paired together or combined with face-to-face courses offered on campus.

The complete list of tracks includes:

- Child Development
- Business & Information Technology
- Family & Consumer Sciences
- Healthcare Leadership
- Human Resource Development & Management
- Professional Workplace Communication
- Small Business Management & Entrepreneurship

Students can combine two tracks for their concentration. For example:

- Business & Information Technology + Small Business Management & Entrepreneurship
- Healthcare Leadership + Professional Workplace Communication
- Professional Workplace Communication + Human Resource Development & Management

See Appendix B for a detailed description of the tracks.

IS 498 Interdisciplinary Research Course

All students are required to complete *IS 498: Individualized Study Project* for their Individualized Study major. In this course, students complete an in-depth study of a topic directly related to the student's area of concentration. A final written and oral presentation is required.

Students generally complete this 3-credit course during the semester before or the semester of graduation, but it can be completed any time after earning 90 credits.

ECED and ELED students take a substitute Capstone course along with their student teaching experience.

Early Childhood Education: AAS to BIS (ECED 2+2)

The *Early Childhood Education* track is designed for students who have earned their Associate of Applied Science in Early Childhood from a Virginia Community College. Individuals who are interested in applying to this program will need to work with their VCCS advisor and the ECED Program Coordinator, [Dr. Maryam Sharifian](#), to ensure they have the proper prerequisites for the AAS to BIS in ECED. Students enrolled in this program are required to complete 60 credits at JMU, as well as student teaching, and receive passing scores on several teacher licensure tests.

Completers of this program earn a four-year degree and are eligible for a Virginia teaching license in PK-3rd Grades. This program is fully online.

For additional information, refer to the advising site: [BIS in ECED Advising](#)

Elementary Education

The *Elementary Education* track is designed for students who have earned their Associate's Degree from a Virginia Community College and are working in the public school system. Individuals who are interested in applying to this program will need to work with their VCCS advisor and the ELED Program Coordinator to ensure they are a strong fit for the program and have the proper prerequisites. Students enrolled in this program are required to complete 60 credits at JMU, as well as student teaching, and receive passing scores on several teacher licensure tests.

Completers of this program earn a four-year degree and are eligible for a Virginia teaching license in Pk-6th grades. This program is fully online.

Special Education

This program is a Bachelor's of Individualized Study with a concentration in Special Education, both general curriculum and adapted curriculum and is designed for students who have earned their Associate's Degree and are working as instructional assistants.

Completers of this program earn a four-year degree and are eligible for a Virginia teaching license in both K-12 and Special Education endorsement areas.

Credits for Non-Traditional Learning

ADP students can earn a maximum of 30 credits through one or more of the following options:

- Portfolio of prior learning assessment (PLA)
- College Board Examination Program (CLEP)
- Credit by exam
- Military training/certifications

Credits earned through any of these options *do not* count toward the 60 credits earned at a 4-year institution or the 30 credits completed at JMU to meet degree requirements.

Portfolio of Prior Learning Experience (PLA)

American institutions of higher education have been assessing experiential college-level learning for over 30 years. By assessing experiential learning portfolios for non-traditional students, JMU recognizes that learning takes place throughout life and that college-level learning is not limited to classroom settings.

IS 206: Researching, Writing and Documenting Prior Learning (offered fall and spring semesters) guides students in examining their experiential learning achievements and creating a portfolio of prior learning experience. This is a rigorous, full semester of writing and reflection.

Students must pay an evaluation fee of \$200 per portfolio submitted for consideration. Credits earned through PLA cannot duplicate credits already earned through transfer credit evaluation or through classes completed at JMU.

The careful evaluation of a portfolio by a content expert takes time, so it is recommended that students enroll in IS 206 and begin the process of preparing the portfolio(s) as soon as possible. By submitting the portfolio(s) early in the degree completion process, students have ample time to adjust their proposed plan if they do not receive approval. Submitting a portfolio too close to commencement can delay graduation.

See Appendix C for PLA guidelines.

College Level Examination Program (CLEP)

The College Level Examination Program is a group of standardized tests created and administered by the College Board. The exams test students' knowledge of undergraduate level content. Students are awarded course-specific credit that can be used to fulfill pre-requisite requirements for upper level classes if they successfully pass the equivalent exam. However, as ADP transitions to the new general education cluster model starting in Fall 2021, you must receive approval from either the ADP Program Coordinator or the ADP Academic Advisor in advance of taking a CLEP exam to assure that it will count as elective credit. If you neglect to obtain approval in advance of sitting for a CLEP exam, there is no guarantee that your CLEP scores will count as elective credit.

Furthermore, if you enrolled in the Adult Degree Program prior to the Fall 2021 semester, you will have one academic year to use CLEP exams to fulfill any general education requirements. If you enrolled in the Adult Degree Program for or after the start of the Fall 2021 semester, you will no longer be able to use CLEP exams to fulfill any general education requirements.

Students cannot receive credit from a CLEP exam for a course in which credits have already been awarded. CLEP credits *do not* count toward the 60 credits from a 4-year institution nor do they count toward the 30 credits from JMU requirements. Additionally, students are not able to use CLEP tests to fulfill any of the additional foreign language, philosophy, natural science, or mathematics credits which are required to complete either the B.A. in Individualized Study or the B.S. in Individualized Study. Lastly, CLEP testing must be included in a student's program of study and approved by their academic advisor and CLEP credits will be posted to transcripts in the semester the student passed the exam.

The ADP Testing Center administers CLEP exams at the Ice House in Harrisonburg, VA. Tests are administered by appointment only. For additional information, visit the CLEP website at: <http://clep.collegeboard.org> or contact the ADP office at:

Ice House
127 West Bruce Street
Harrisonburg, VA
540-568-4253
adp@jmu.edu

CLEP now also offers test takers the option to take a virtual CLEP exam with remote proctoring. Each CLEP exam taken with remote proctoring has the same timing, content, format, and on-screen experience as the test you would take at a CLEP test center. Your remote-proctored exam appointment will be monitored by a human proctor online through Proctortrack, CLEP's remote proctoring partner.

For more information on virtual CLEP exams, visit <https://clep.collegeboard.org/clep-exams-remote-proctoring/take-clep-exam-remote-proctoring>

Note: Credits received for the History of the United States 1 and 2 and the American Government do not satisfy the General Education requirement for U.S. History at JMU.

See Appendix D for the full listing of CLEP exams and their transfer equivalencies.

Military Training/Certification

The Office of the Registrar uses the American Council on Education (ACE) guide to award credit for those courses equivalent to courses offered at JMU in which the student has earned a grade of "C" or better.

For more information, contact the Office of the Registrar at (540) 568-6281, transfer_credit@jmu.edu, or visit <https://www.jmu.edu/registrar/veterans/transfercredit.shtml>

Transfer Credit

ADP students can transfer eligible credits they have earned from accredited 2- or 4-year institutions to be applied toward the BIS degree if they meet the degree requirements, but are subject to the program's approval. Current JMU students wishing to take courses at an outside institution must submit a [Transfer Credit Approval Form](#) to the Office of the Registrar. All approvals must be obtained *prior to enrolling* at another institution. Courses taken without prior approval will not be guaranteed for transfer.

JMU's Office of the Registrar has a [Transfer Credit Equivalency Guide](#) that allows prospective and current students to identify JMU course equivalents for transfer credit from other institutions. Students will need to create an account to access the guide.

Certain restrictions apply for students wishing to transfer course credits from the Virginia Community College System to satisfy General Education requirements. Additional information can be found at: https://www.jmu.edu/registrar/students/transfer_credit.shtml.

Departmental Reviews

During the Transfer Credit Evaluation, the Registrar may recommend departmental reviews of specific courses that are in question from another institution. Additionally, a course may transfer into JMU as elective credit, but students may have a departmental review conducted to determine if course-equivalent credit can be awarded. Only classes with a grade of C or higher will be considered for departmental review.

Students seeking departmental reviews must submit the course syllabus from the semester the course was completed to the ADP office. The review request will then be submitted to the appropriate department for evaluation.

Independent Study and Internships

ADP students have the option of completing independent study and service-learning courses as part of their program degree completion. Students interested in pursuing independent study or an internship should contact their advisor.

Graduation

Application for Graduation

Students will include a projected degree completion date within their program of study. Students will work with the academic advisor for the Adult Degree Program as graduation approaches to ensure that they have met all of the necessary program and degree requirements. Students who have a faculty advisor will still need to connect with the ADP advisor to verify that they have met all the necessary program and degree requirements and notify them that a graduation application has been submitted; the ADP advisor verifies the graduation applications for all ADP students.

The Application for Graduation is available through MyMadison once a student has at least 75 earned credit hours posted to their transcript. A student will not see the Application for Graduation link if they have not met this criteria. The Application for Graduation link is located in the drop-down menu in the Academics block of the Student Center in MyMadison. The ADP academic advisor will provide the Office of the Registrar with the student's concentration name; the concentration information is not submitted within the Application for Graduation. Graduation application information and a tutorial on how to apply is here: https://www.jmu.edu/registrar/students/graduation_applyUG.shtml

Spring & Summer Graduates May & August graduates for May Commencement	Fall Graduates December Commencement
Graduation Applications Open October 1 st	Graduation Applications Open May 1 st
Graduation Applications Due March 1 st	Graduation Applications Due October 1 st

Note: Summer graduates have the option to walk during spring commencement and their name will show in the spring program.

Commencement Ceremony

Although not a requirement, we highly encourage students to be a part of Commencement. ADP students participate with the College of Education. Information about Commencement, ordering cap and gown, and parking is available here: <http://www.jmu.edu/commencement/>.

Graduating with Honors

Graduation honors as noted in the commencement program will be based on the grade point average at the end of the semester preceding the semester in which final graduation requirements are met. For students who participate in the May ceremony but complete requirements in summer session, the honors noted in the commencement program will be based on the grade point average earned at the end of the preceding fall semester.

Final graduation honors recorded on the diploma and transcript will be determined by the grade point average at the end of the semester in which all graduation requirements are met.

Honors	Grade Point Average
Cum laude	3.5 - 3.699
Magna cum laude	3.7 - 3.899
Summa cum laude	3.9 and above

Students in JMU's Adult Degree Program are eligible to graduate with honors if they meet the following conditions:

Students Enrolled After Fall 2015

Students who enter JMU for the first time in Fall 2015 and thereafter need at least four regular semesters (fall and spring) at JMU, a minimum of 60 attempted and earned credit hours at JMU, and a minimum grade point average of 3.50 at JMU (including any work completed at JMU as a Dual Enrollment student prior to undergraduate matriculation, and/or any work attempted and earned beyond four semesters or 60 credit hours) in order to graduate with honors.

Students Enrolled Prior to Fall 2015

For students who entered JMU for the first time prior to Fall 2015, please consult the undergraduate catalog for information regarding graduation with honors for the year in which you first enrolled at JMU.

Scholarships and Awards

Scholarships

Three distinct scholarships are awarded annually to ADP students to further support their education. Each scholarship is conferred based upon specific criteria, which reflects the values and aspirations of the donor or founder of the award. The ADP faculty and staff encourage all students pursuing the Bachelor of Individualized Study (BIS) to apply for one or more of these scholarship opportunities if they meet the selection criteria. The call for applications opens in February and closes in March.

Cecil D. Bradfield Scholarship

The Cecil D. Bradfield Lifelong Learning Institute Scholarship in the amount of \$2,000 is awarded to an Adult Degree Program student who is returning to college to advance their career or education. Dr. Bradfield was a long-term faculty member and former associate vice-president of academic affairs at James Madison University, as well as a strong advocate of lifelong learning. He was the founding director of the Lifelong Learning Institute in 1996.

Selection Criteria:

- Must be admitted to the Adult Degree Program
- Must be in good academic standing
- Must have a cumulative GPA of 2.75 or higher at JMU, or at your previous institution if recently admitted in the spring semester
- Submit a completed application
- Submit a copy of your current unofficial transcripts
- Submit a personal statement

Elizabeth M. Finlayson Scholarship

In cooperation with the James Madison University Foundation, the Elizabeth M. Finlayson Scholarship in the amount of \$1,800 is given in honor of Dr. Elizabeth M. Finlayson. Pivotal in establishing the Adult Degree Program in 1977, her unwavering passion for degree completion programs and adult learning led her to become the first director of the Adult Degree Program. Established in 1999, this scholarship recognizes the academic achievement of an adult student completing their undergraduate education later in life. It is a situation Dr. Finlayson experienced herself, having completed her education after traveling for 30 years as a military spouse and raising three children.

Selection Criteria:

- Must be in good academic standing
- Must be an entering or current student in the Bachelor of Individualized Study program
- Submit a completed application
- Submit a copy of your current unofficial transcripts
- Submit a personal statement

Dwight M. Sours Scholarship

In cooperation with the Bachelor of Individualized Study Alumni Chapter, the James Madison University Foundation, Inc., and James Madison University, the Adult Degree Program awards the Dwight M. Sours '97 '03 Endowed Scholarship annually. This scholarship in the amount of \$1,400 is given in memory of Dwight M. Sours, who received his Bachelor of Individualized Study in 1997 and his Master's in Public Administration in 2003, both from James Madison University. Dwight proudly supported the Adult Degree Program and served as president of its alumni chapter. The scholarship honors Dwight by providing a current Adult Degree Program student with funds to continue their education.

Selection Criteria:

- Must demonstrate superior academic ability
- Must have *completed* a minimum of 20 graded credit hours at JMU at the time of application
- Must have a cumulative GPA of at least 2.25 earned at JMU
- Must have declared major of Individualized Study
- Must be enrolled in a program of study approved by your particular school or college

Outstanding ADP Student Award

An outstanding student is selected annually based upon academic accomplishments, leadership activities, community service and their reasons for pursuing a degree in BIS.

Technology Requirements and Resources

It is highly recommended that students have access to a computer and a reliable Internet connection during their time in the program, as well as a contingency plan should any technical difficulties arise. JMU IT provides students with computer recommendations including minimum storage, operating systems, and processing speed. For the recommended minimum computer configurations for PC and Macintosh, visit: <https://www.jmu.edu/online/resources/online-technology-requirements.shtml>.

At minimum, you will need the following technology skills:

- Word Processing: create, open, save, print and edit documents using Office 365 (available for free for JMU students) or a similar word processor
- Ability to search, download, and install programs from the Internet
- Ability to use search engines to conduct research
- Ability to upload documents to Canvas
- Ability to send and receive emails with attachments

You will also need to have access to certain technologies such as:

- A personal computer
- Reliable Internet service
- Appropriate software for the courses you are taking

JMU Student Account Set Up

Your JMU eID (also referred to as “username” in some applications/systems) is your electronic identification that provides you with access to password-protected websites and services. Your eID and password are used to access your student email, MyMadison, Canvas, the JMU Official Wireless Network, and other important JMU services.

*Note: your eID (e.g. smith3jx) is **not the same** as your nine-digit student ID number (e.g. 101234567).*

If you are a new student, you should receive an activation link at the email address provided on your application for admission from noreply@jmu.edu. For assistance, visit: <http://www.jmu.edu/computing/accounts/>. More information and frequently asked questions can be found at: <http://www.jmu.edu/computing/helpdesk/selfhelp/eid.shtml>.

If you are a returning student, you will need to update your personal contact information in MyMadison including emergency contacts, address, email, and phone numbers.

JMU Student Email Account Set Up

Dukes Office 365 is the comprehensive email communication system for all students. Your Dukes email address is your JMU e-ID followed by *@dukes.jmu.edu*. All official JMU correspondence will be sent to this account, though you can set up message forwarding. Instructions are found here: <https://www.jmu.edu/computing/communication-and-collaboration/dukes-email.shtml/>.

JMU employees enrolled in the Adult Degree Program will need to set up a Dukes student account. Employees will have an employee-related work account (e-ID@jmu.edu) *and* a student account (e-ID@dukes.jmu.edu). Employees can manage both email accounts in one place by forwarding their Dukes email for delivery to their employee account.

Hardware and Software Services

Microsoft Office 365 ProPlus

Through the Microsoft Student Advantage program, you may obtain a subscription to Microsoft Office 365 ProPlus at no cost for Windows and Macintosh computers. For details, see: <http://www.jmu.edu/computing/software/microsoft.shtml>.

OneDrive for Business

It is recommended to back up your course work and projects. JMU provides *OneDrive for Business* as part of Office 365. This service is managed by JMU Information Technology and is available to you as an active student. For details, see: <http://www.jmu.edu/computing/sharepoint/DukesOneDrive.shtml>.

Madison CyberZone

The Madison CyberZone at the JMU Bookstore offers Apple and Dell computer systems, software and peripherals for JMU students, faculty and staff through special contract pricing. For details, see: <http://www.jmu.edu/bookstore/computers/index.shtml>.

On Campus Wireless Access

JMU has a high-speed network (JMU Official Wireless), which can be accessed on campus by logging in with your JMU e-ID and password. For details, see: [James Madison University - Wireless Network \(jmu.edu\)](http://www.jmu.edu/wireless/)

You have access to various computing labs on campus by using your JACard. For lab locations, hours and printing information, visit: <http://www.jmu.edu/computing/labs/>.

Technical Support

For support related to computing, your e-ID, or password resets, contact the JMU HelpDesk at: helpdesk@jmu.edu or 540-568-3555. More information including HelpDesk hours can be found at: <http://www.jmu.edu/computing/helpdesk/>.

For technical issues related to Canvas or WebEx, contact LET Support at: letsupport@jmu.edu or 540-568-5312.

Additional Resources and Downloads for Students

Off Campus Access of Online Resources: <http://www.lib.jmu.edu/connect/>

Software by Operating System for personal use: <http://www.jmu.edu/computing/download/>

Student Affairs Technical Services – Learning Tools: <https://www.jmu.edu/sats/learning-tools.shtml>

JMU JACard Set-Up

The James Madison University Access Card, or JACard, is the official identification card for JMU. The JACard is proof of your affiliation with JMU for access to classrooms, computer labs, and University functions.

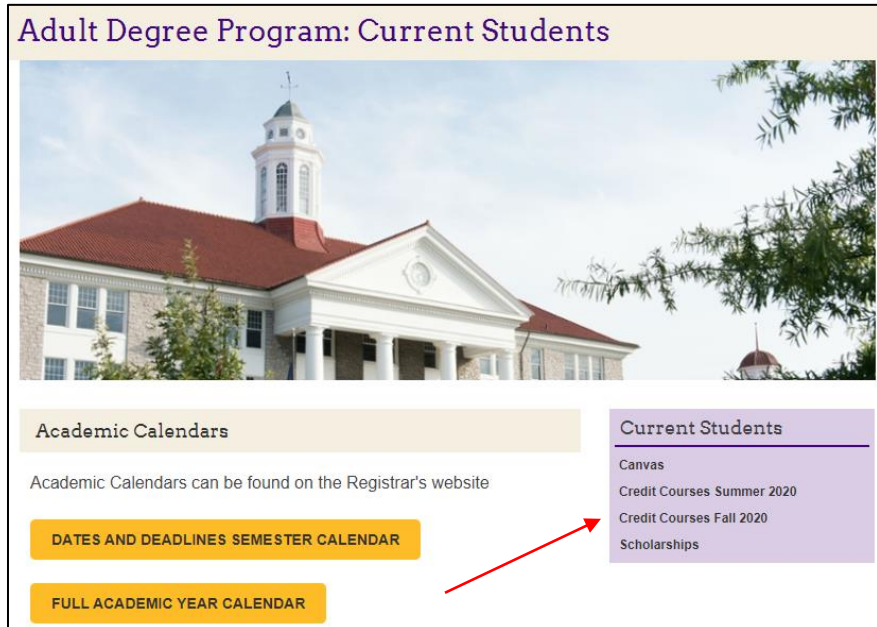
If you plan to enroll in face-to-face courses or use resources on campus, you will need a JACard. Details can be found at: <https://www.jmu.edu/cardctr/student.shtml>.

Enrollment

Searching for Classes

The course listings for each semester are located online. Please follow the instructions below.

1. Go to <https://www.jmu.edu/pce/programs/all/adultdegree/current-students.shtml>.
2. Locate the “Current Students” section.



3. Select the appropriate term.
4. On the following page, type “Adult Degree” in the search field. A list of courses will populate. You can use this information to locate the course(s) in MyMadison.

Registering for Classes

You must have an open enrollment appointment to register for classes. For information on enrollment appointments and important dates and deadlines, visit the Registrar’s page at: <https://www.jmu.edu/registrar/>.

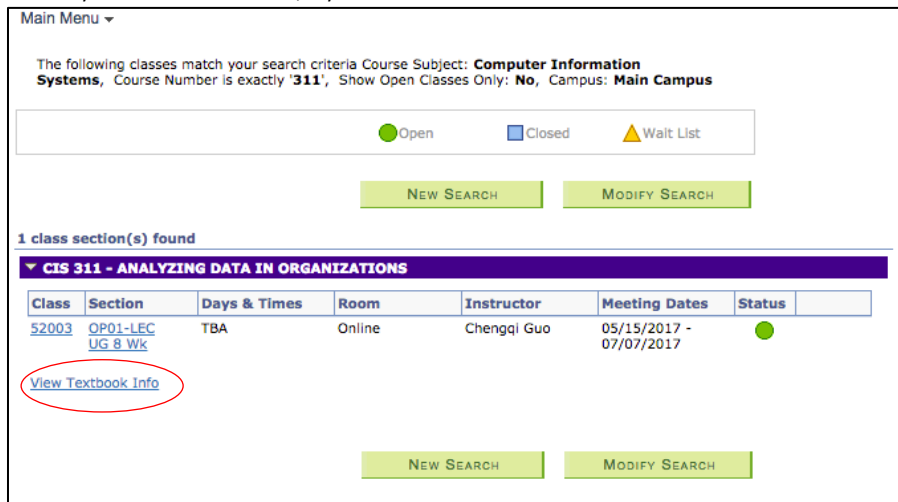
For information on adding a class, please utilize the following video tutorial:

https://www.jmu.edu/computing/ittraining/e-training/mymadison-add-a-class/story_html5.html

Textbook Requirements

Textbook information can be found in MyMadison with the following steps:

1. Enter the course information to perform a class search.
2. Once you click “Search,” your screen should look similar to the following:



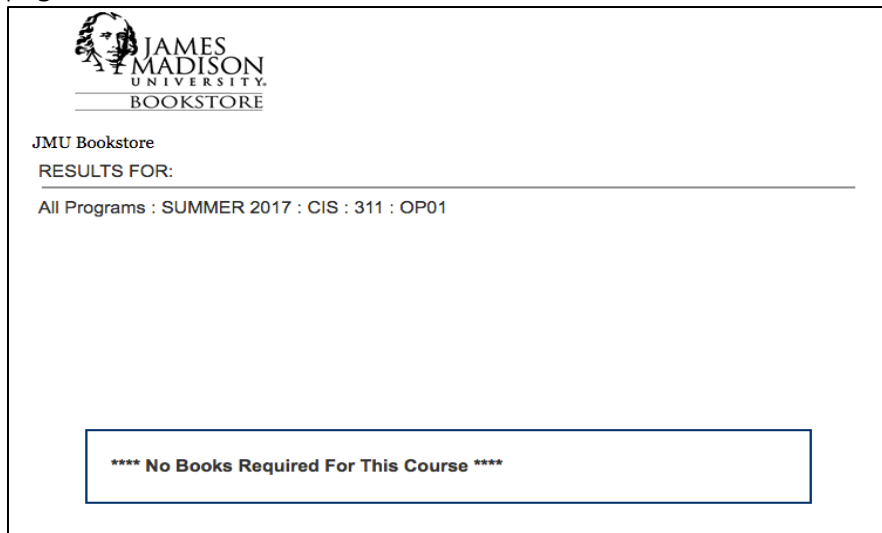
The screenshot shows the MyMadison search results page. At the top, it says "Main Menu" with a dropdown arrow. Below that, it states: "The following classes match your search criteria Course Subject: **Computer Information Systems**, Course Number is exactly '311', Show Open Classes Only: **No**, Campus: **Main Campus**". There are three status indicators: a green circle for "Open", a blue square for "Closed", and a yellow triangle for "Wait List". Below these are two buttons: "NEW SEARCH" and "MODIFY SEARCH".

Underneath, it says "1 class section(s) found" and "CIS 311 - ANALYZING DATA IN ORGANIZATIONS". A table lists the class details:

Class	Section	Days & Times	Room	Instructor	Meeting Dates	Status
52003	OP01-LEC UG 8 Wk	TBA	Online	Chengqi Guo	05/15/2017 - 07/07/2017	●

Below the table, there is a link "View Textbook Info" circled in red. At the bottom, there are two buttons: "NEW SEARCH" and "MODIFY SEARCH".

3. Click the “View Textbook Info” link to the left located under the course. The following page should either contain the information or state that a textbook is not required.



The screenshot shows the JMU Bookstore search results page. At the top left is the James Madison University Bookstore logo. Below it, it says "JMU Bookstore" and "RESULTS FOR:". The search criteria are listed as "All Programs : SUMMER 2017 : CIS : 311 : OP01". At the bottom, there is a box containing the text: "**** No Books Required For This Course ****".

Course Override Requests

If you are interested in courses that are open to majors only, it is your responsibility to contact the department to determine the departmental policy for requesting an override. Policies vary by department.

Override requests are based upon departmental discretion and may not be approved or may be provided after the add/drop deadline. Overrides do not register you for the class; it only holds a seat for you in that class. You must register in MyMadison after obtaining the override.

Deadlines

The Office of the Registrar provides information on academic standing, degree requirements, dates and deadlines, enrollment, and the academic calendar. Please visit the Registrar's website for full details at: <https://www.jmu.edu/registrar/>

Adding a Course

Students may add a course according to the deadlines and instructions published on the Registrar's website. Adding a course may result in a tuition increase.

Dropping a Course

Dropping a course must be completed before the drop deadline. Tuition charges will not apply, and the dropped course will not appear on transcripts.

Withdrawing from a Course

Students may withdraw from a course after the drop deadline but before the course adjustment deadline. This will result in a grade of "W" on transcripts and tuition charges still apply.

Withdrawal from the University

Students who intend to withdraw from all coursework must complete the Non-Returning/Leave of Absence Notice. Deadlines for withdrawing from the University vary by semester. See the academic calendar on the Registrar's page at: https://www.jmu.edu/registrar/students/print_dates.shtml.

Note: If you fail to follow the process to officially withdraw from the University, (a) a hold will be placed on your account limiting your access to JMU services, (b) you will be responsible for all tuition charges and (c) failing grades will be reported on your transcripts for all courses in which you were enrolled.

Remaining Active in the Adult Degree Program

Students in the Adult Degree Program will be considered inactive if they do not enroll in classes for two consecutive semesters (not including the summer semester). Inactive students who wish to continue in the Adult Degree Program will need to complete the re-entry or reenrollment process (*see page 2, "Admission Procedures: Applicants Returning to JMU" for more information*).

Student Services

Learning Resource Centers

The JMU Learning Resource Centers are designed to help you succeed academically. They include the Science and Math Learning Center, the University Writing Center, the Communication Center, English Language Learner Services, and Peer Assisted Study Sessions.

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

Office of Disability Services

The Office of Disability Services assists in setting up accommodations for disability support services. Some services include note-taking accommodations, proctoring assistance, HDPT Paratransit, interpreter services, and accessible media and technology.

<https://www.jmu.edu/ods/>

Financial Aid and Scholarships

The Office of Financial Aid and Scholarships helps qualified students secure a financial aid package designed to meet their financial needs and provides students with a searchable list of scholarships for JMU students. <http://www.jmu.edu/finaid/>

University Business Office

The University Business Office provides services which include tuition and fees, payment plans, and student account information. <http://www.jmu.edu/ubo/>

Veterans' Educational Benefits

Veterans' Educational Benefits is a great resource for active-duty military personnel and veterans as well as their spouses and dependents. They can answer questions about applying for benefits, financial aid and scholarships, transfer credits, the GI Bill and military student policies.

<http://www.jmu.edu/registrar/veterans/>

Counseling Center

The Counseling Center offers free, confidential individual and group counseling with experienced mental health professionals to students in need of support.

<https://www.jmu.edu/counselingctr/>

Career and Academic Planning

Career and Academic Planning assists students in exploring, evaluating and choosing academic programs, graduate school preparation, and job and internship search and preparation.

<https://www.jmu.edu/cap/>

New Policies

All students are responsible for following the policies and procedures in this handbook. The plans, policies, and procedures described in this handbook are subject to change at any time without prior notice. The information contained in this handbook is supplemental to the JMU Undergraduate Catalog and other JMU policies. Every reasonable effort has been made to ensure the accuracy, reliability, and completeness of the policies and guidelines found in the handbook. However, if any discrepancies exist between the information in the handbook and official University Undergraduate Catalog or other JMU policies, the information in the official policies shall take precedence.

Appendix A

Online Courses for ADP Students

These courses may be used to fulfill certain general education requirements, major requirements, or general elective credits as indicated below.

General Education Requirements: Current Courses

AMST 200: Introduction to American Studies. 3 credits.

*Fulfills 3 credits towards Cluster Two: Art and Humanities
(Human Questions and Contexts Requirement)*

This interdisciplinary course will highlight the student's role in interrogating the cultural and political function of representations of America in literature, history, philosophy, religion, popular culture, music and art. Students will gain an understanding of why definitions of American identity matter and learn about the contemporary debates that inform the discipline of American Studies today. Questions about the changing role of national studies in the face of globalization are central. May be used for general education credit.

ANTH 196: Biological Anthropology. 3 credits.

*Fulfills 3 credits towards Cluster Three: The Natural World
(Natural Systems Requirement)*

An introduction to the origins, evolution and genetic variability of humans and their relationship to nonhuman primates. Examination of the fossil record, the relationship between biology and culture and human genetics are included. Theories and methods used in the study of biological anthropology are also introduced. May be used for general education credit.

ART 200: Art in General Culture. 3 credits.

*Fulfills 3 credits towards Cluster Two: Art and Humanities
(Visual and Performing Arts Requirement)*

An exploratory course that aims to develop a non-technical, general cultural understanding of the space arts, such as architecture, painting, sculpture and industrial design. Emphasis is on the contemporary. May be used for general education credit.

BUS 160: Business Decision Making in a Modern Society. 3 credits.

*Fulfills 3 credits towards Cluster One: Skills for the 21st Century
(Critical Thinking Requirement)*

This course introduces the concepts of basic technology literacy, information retrieval via electronic and hard copy; along with critical thinking skills. Basic business principles will be introduced to reinforce these concepts and their relationships. The course provides opportunity for applying the skills of oral and written communication to a variety of

learning activities. **Prerequisite:** *Students who have earned credit for a Critical Thinking course must receive permission to enroll in an additional Critical Thinking course. You may not take BUS 160 if you have completed COB 300.*

GEOG 200: Geography: The Global Dimension. 3 credits. Required for ECED students. Fulfills 3 credits of Social and Behavioral Science or Cluster 4: The Global Experience (C4GE).

This course promotes global understanding through the study of humans, their institutions and processes, and the resulting interactions between humans and the environment. The course will include the study of western and non-western peoples and their social, cultural, political and economic relationships. May be used for general education credit.

HIST 150: Critical Issues in Recent Global History. 3 credits.
Fulfills 3 credits towards Cluster One: Skills for the 21st Century (Critical Thinking Requirement)

This course examines issues in recent history as a means to introduce, develop and enhance critical thinking skills and to supplement writing, oral communication, library and computing skills objectives for General Education Cluster One. A seminar format allows for careful examination of issues in both oral and written formats. The course emphasizes the development and articulation of well-reasoned arguments in organized and grammatically acceptable prose. May be used for general education credit. May not be used for major credit.

HIST 225: U.S. History. 4 credits.
Fulfills 4 credits towards Cluster Four: Social and Cultural Processes (The American Experience Requirement)

A survey of U.S. history from the Colonial period to the present, emphasizing the development of American civic life, the involvement of the U.S. in world affairs and the cultural richness of the American people. This course stresses the analysis and interpretation of primary sources. May be used for general education credit.

HUM 200: Great Works. 3 credits.
Fulfills 3 credits towards Cluster Two: Arts and Humanities (Literature Requirement)

An intensive examination of great literary works that focus on key issues of knowledge and reality, meaning and purpose, ethics, and aesthetics. Discussion, analysis and intensive writing are required. Texts will vary by section and instructor. May be used for general education credit.

ISCI 101: Physics, Chemistry, and the Human Experience. 3 credits.
Fulfills 3 credits towards Cluster Three: The Natural World

(Physical Principles Requirement)

A survey of the fundamental concepts, principles and ideas of chemistry and physics. Particular emphasis is placed on understanding the development of the principles and their application in understanding the world around us. May be used for general education credit. **Prerequisite:** *One of the following: MATH 103, MATH 107, MATH 205, MATH 220, MATH 231 or MATH 235.* **Corequisite:** *One of the following: MATH 103, MATH 107, MATH 205, MATH 220, MATH 231 or MATH 235.*

ISCI 172: Physical Science for Teachers. 3 credits. Required for ECED students.

This course provides university-level foundations of physical science for future pk-8 teachers. Content aligns with various teacher competencies, and includes such topics as matter, conservation of mass and energy, chemical structures and bonds, coordinate systems and their use in describing motion and force, thermodynamics, light, sound, magnetism and electricity, and how physical science knowledge and technologies function with social context. Hands-on, experiential inquiry will be integrated into the course, as will an exploration of such methods as observation, classification, comparison, measurement, data interpretation, mathematical analysis, inference, prediction and hypothesis testing.

MATH 103: Nature of Mathematics. 3 credits.

Fulfills 3 credits toward the Mathematics requirement in OLD Gen. Ed. or Cluster 3: Quantitative Reasoning (C3QR).

Topics such as geometry, computing, algebra, number theory, history of mathematics, logic, probability, statistics, modeling and problem solving intended to give students insight into what mathematics is, what it attempts to accomplish and how mathematicians think. May be used for general education credit.

MATH 105: Quantitative Literacy. 3 credits.

Fulfills 3 credits toward the Mathematics requirement in OLD Gen. Ed. or Cluster 3: Quantitative Reasoning (C3QR).

Applications and interpretation of numerical information in context. Selection and use of appropriate tools: scientific notation, percentages, descriptive summaries, absolute and relative changes, graphs, normal and exponential population models, and interpretations of bivariate models. Making informed decisions and effectively communicating them. Identifying limitations of information sources, assessing reasonableness of results, and basic concepts of confidence amid uncertainty. Not open to majors in mathematics or statistics. May be used for general education credit.

PHIL 150: Ethical Reasoning. 3 credits.

*Fulfills 3 credits towards Cluster One: Skills for the 21st Century
(Critical Thinking Requirement)*

An introduction to the principles and techniques of rational decision making in ethics, including analysis of arguments and fallacies, ethical theories, and applications of moral principles to moral issues. This course cannot be used to fulfill the B.A. Philosophy requirement. May be used for general education credit. May not be used for major credit.

PSYC 160: Life Span Human Development. 3 credits.

*Fulfills 3 credits towards Cluster Five: Individuals in the Human
(Sociocultural Domain Requirement)*

An introduction to human development. Emphasis is on life span processes within physical, emotional, cognitive, psychosexual, social, personality and moral development. May be used for general education credit.

Major Requirements

IS 200: Individualized Study Major Program Development. 3 credits.

Fulfills 3 credits toward major requirements.

An introductory course designed to prepare students for transition into higher education programs. Specific content includes focusing a concentration, selecting an academic advisor, creating an individualized program, technology in higher education, accessing career resources, career decision making skills, self-awareness, life planning, identifying college level experiential learning, documenting experiential learning, determining a credit request, and organizing a portfolio for assessment.

IS 498: Individualized Study Project. 3-6 credits.

Fulfills 3 credits toward major requirements.

An in-depth study of an interdisciplinary topic directly related to the student's area of concentration. A final oral report is required.

General Elective

IS 206: Researching, Writing and Documenting Prior Learning. 3 credits.

Fulfills 3 credits toward general electives.

This course provides an opportunity for students to analyze and articulate college-level learning they have acquired outside a classroom context. Specific content includes identifying college-level learning, writing narrative evaluations of learning, integrating multiple sources of learning and disciplinary theory, producing and arranging sufficient

documentation of learning, and organizing a portfolio for assessment. At the end of the class, students who have completed all of the assignments will have the components of a portfolio ready for submission for credit evaluation. May not be repeated.

Appendix B

Detailed Descriptions of 18-Credit Interdisciplinary Tracks

Business and Information Technology Track Overview

Description: The *Business & Information Technology* track provides students with the key skills and knowledge to master the basics of computer systems and applications that support businesses. This track introduces students to database design and analysis, web systems development, and computer systems security issues and solutions.

College of Business, College of Education, College of Arts & Letters, PCE

Core: 4 Courses/12 Credits

Course Number	Course Title	College
CIS 204	CIS for Non-Business Majors	College of Business
CIS 311	Analyzing Data in Organizations	College of Business
CIS 312	Systems Planning & Analytics	College of Business
CIS 313	Designing for Web	College of Business

Select from: 2 Courses/6 Credits

Course Number	Course Title	College
LTLE 370	Instructional Technology	College of Ed.
LTLE 372	Visual Literacy	College of Ed.
LTLE 385	Foundations of Instructional Design	College of Ed.
WRTC 332	Digital Storytelling	College of Arts and Letters
IS 300	Sponsored Learning	PCE/ADP

Business and Information Technology Track: Course Details

Core Courses

Course	Course Description
CIS 204: Computer Information Systems Fundamentals for Non-Business Majors	An introduction to computer-based information systems. Emphasis is placed on the role of computers in organizations and society, computer hardware and software, uses of information systems, computer ethics, and collaboration using computers. Students will use typical business applications. This course is designed to fulfill requirements for the General Business minor. This course may NOT be substituted for COB 204 by business majors or CIS minors. <i>Not open to business majors.</i>
CIS 311: Analyzing Data in Organizations	This course provides an overview of how to work with databases and other data sources in order to access relevant information in a timely and user-friendly manner. It includes discussions of a variety of data representation types, including relational databases, XML documents and cloud data. Students learn essential database concepts and gain practical experience in querying, reporting, and analyzing data. <i>Prerequisite: CIS 204 or equivalent knowledge (instructor permission is needed). Open only to Adult Degree Program students.</i>
CIS 312: Systems Planning & Analysis	Information systems couple both technical (hardware, software, database, telecom) and socio-organizational (business processes, ethics, knowledge, users, developers) subsystems to create rich and available information for the purpose of optimizing business decisions. This course covers the techniques and common tools employed for planning and analyzing these systems. Emphasis will be placed on the system development life cycle, planning and analysis tools, and professional business writing. <i>Prerequisite: CIS 204 or equivalent knowledge (instructor permission is needed). Open only to Adult Degree Program students.</i>
CIS 313: Designing for the Web	This course is an introduction to the design and development of web pages and web sites. Major topics to be covered include: Hypertext Markup Language (HTML5), Cascading Style Sheets (CSS), the principles of design for user experience, responsive design, and JavaScript. <i>Prerequisite: CIS 204 or equivalent. Not open to CIS majors or minors.</i>

Business and Information Technology Track: Course Details

Select Two Courses

LTLE 370: Instructional Technology	Principles and procedures of a teaching/learning process designed to provide reliable, effective instruction to learners through systematic application of instructional technology. Includes selecting, producing, evaluating and utilizing nonprint media and equipment for application to instructional process.
LTLE 372: Visual Literacy	This foundational course will cultivate the ability to evaluate and create conceptual visual representations. Students will practice the necessary critical attitude, principles, tools and feedback to develop their own high-quality graphics for learning and performance. Topics also include the impact of visual literacy on the learning process related to instructional design, instructional technology, and information presentation.
LTLE 385: Foundations of Instructional Design	The purpose of this course is to apply instructional theory to the creation of instructionally sound education programs and materials.
IS 300: Sponsored Learning	A structured learning activity related to a student's area of study and sponsored by an employer, volunteer agency, or other appropriate organization. 1-6 credits.
WRTC 332: Creative Approaches to Digital Storytelling	This course introduces students to the history and methods of digital storytelling and provides them with the opportunity to critically evaluate a range of digital stories and to develop their own digital storytelling projects. Digital stories are narratives that are composed in digital environments using sound, audio, still images, video, and interactive elements like maps, charts and timelines. By the end of the course, students will be able to adapt digital storytelling techniques to suit a variety of genres and audiences. Throughout the course, students learn to assess digital storytelling artifacts, such as short video documentaries and mixed media narratives, and their usefulness for particular audiences and contexts. In addition to these digital composing techniques, students learn to assess and use a variety of online platforms where digital stories can be published, critique and improve their own and others' work, collaborate with others and create digital storytelling artifacts for clients. <i>Prerequisite: WRTC 200 and WRTC 201 or permission of instructor</i>

Healthcare Leadership Track Overview

Description: The *Healthcare Leadership* track provides students with key skills and knowledge for an exciting professional role in public healthcare.

College of Health & Sciences, College of Arts & Letters, PCE

Core 4 Courses/12 Credits

Course Number	Course Title	College
NSG 471*	Leadership & Management in Health Care	Health and Sciences
HRD 245	Leadership in Organizational Settings	College of Ed.
MGT 305	Management & Organizational Behavior	College of Business
IS 300	Sponsored Learning	PCE/ADP

Select from: 2 Courses/6 Credits

Course Number	Course Title	College
CIS 204	Computer Information Systems Fundamentals for Non-Business Majors	College of Business
FAM 133	The Contemporary Family	Health and Sciences
HRD 380	Performance and Task Analysis in Human Resource Development	College of Ed.
SCOM 334	Alternative Dispute Resolution	College of Arts & Letters
SCOM 370	Introduction to Health Communication	College of Arts & Letters
SCOM 471	Culture and Health Communication	College of Arts & Letters
NSG 325	Concepts of Aging	Health and Sciences

*Currently unavailable work with your advisor to choose appropriate substitution.

Healthcare Leadership Track: Course Details

Core Courses

Course	Course Description
NSG 471: Leadership & Management in Health Care	This online course focuses on healthcare organizations, leadership theories and management style, organizational change, quality management, fiscal and economic issues, personnel management, and accreditation standards. <i>Prerequisite: NSG 463.</i>
IS 300: Sponsored Learning	A structured learning activity related to a student's area of study and sponsored by an employer, volunteer agency, or other appropriate organization. 1-6 credits.
HRD 245: Leadership in Organizational Settings	The course is an examination of the principles of leadership and their application to group settings. Emphasis will be placed on the critical appraisal of the facets of leadership through the use of cases and readings.
MGT 305: Management & Organizational Behavior	This course is the study of management functions, decision processes and human behavior in business organizations. Ethical and political considerations are addressed, as are behavioral science research and its applicability to understanding organizational behavior.

Healthcare Leadership Track: Course Details	
Select Two Courses	
Course	Course Description
CIS 204: Computer Information Systems Fundamentals for Non-Business Majors	An introduction to computer-based information systems. Emphasis is placed on the role of computers in organizations and society, computer hardware and software, uses of information systems, computer ethics, and collaboration using computers. Students will use typical business applications. This course is designed to fulfill requirements for the General Business minor. This course may NOT be substituted for COB 204 by business majors or CIS minors. <i>Not open to business majors.</i>
FAM 133: The Contemporary Family	To define the contemporary family including historical, social, cultural and systems issues. Addressing relational, life courses, diversity and social policy in defining a contemporary family in today's society and how it can impact service delivery.
HRD 380: Performance and Task Analysis in Human Resource Development	This course provides the basic skill level for students in the area of performance analysis and subsequent assessment. Particular emphasis is placed on actual analysis and assessment situations with application to program and curricular design.
SCOM 334: Alternative Dispute Resolution	Study of conflict resolution processes including mediation, arbitration and negotiation. Consideration of litigation and hybrid dispute processes such as summary jury trial, rent-a-judge and panel evaluation.
SCOM 370: Introduction to Health Communication	An introduction to the study of the theory and practice of communication in health- and medical-related fields. Emphasis on communication interaction between professional health providers and patients/clients. Consideration of strategies that promote effective communication between health/medical professionals and patients/clients. <i>Prerequisite: Any 100-level SCOM course.</i>
SCOM 471: Culture and Health Communication	This course explores how we define and study culture in health communication. Specifically, this course compares the culture-centered approach to studying culture and health communication to the cultural sensitivity or culture as barrier model. In this course, we apply various theoretical lenses to understand diverse health beliefs and engage in dialogue about our own health beliefs.
NSG 325: Concepts of Aging	This online course examines evidence-based knowledge needed to provide holistic care for an aging population. Issues related to legal and ethical aspects of care, health promotion, chronic health conditions and special issues related to gerontological nursing care are examined.

Human Resource Development and Management Track Overview

Description: The *Human Resource Development & Management* track provides students with the key skills and knowledge to develop and implement effective professional development and performance improvement programs. Students will enhance their interpersonal and leadership skills, while developing competencies to work with diverse populations within functional areas of human resources.

College of Education, College of Arts & Letters, PCE

Core: 5 Courses/15 Credits

Course Number	Course Title	College
HRD 240	Introduction to HR Development	College of Ed.
HRD 245	Leadership in Organizational Settings	College of Ed.
HRD 380	Performance & Task Analysis	College of Ed.
HRD 480	Learning in Adulthood	College of Ed.
HRD 485	Materials & Program Development	College of Ed.

Select from: 1 Courses/3 Credits

Course Number	Course Title	College
LTLE 150	Information in a Contemporary Society	College of Ed.
LTLE 370	Instructional Technology	College of Ed.
LTLE 372	Visual Literacy	College of Ed.
SCOM 331	Communications & Conflict	College of Arts & Letters
WRTC 318	Intercultural Professional Comm.	College of Arts & Letters
IS 300	Sponsored Learning	PCE/ADP

Human Resource Development and Management Track: Course Details

Core Courses

Course	Course Description
HRD 240: Introduction to Human Resource Development	This course introduces the role and scope of human resource development with a particular emphasis on require competencies for HRD professionals. Critical moral and ethical issues are introduced.
HRD 245: Leadership in Organizational Settings	The course is an examination of the principles of leadership and their application to group settings. Emphasis will be placed on the critical appraisal of the facets of leadership through the use of cases and readings.
HRD 380: Performance & Task Analysis in Human Resource Development	This course provides the basic skill level for students in the area of performance analysis and subsequent assessment. Particular emphasis is placed on actual analysis and assessment situations with application to program and curricular design.
HRD 480: Learning in Adulthood	This course is a study of the learning processes of the adult learner with an emphasis on adaptations of the instructional process to accommodate the differences inherent in the adult learning environment. Practical applications to actual adult learning situations are included.
HRD 485: Development of Materials and Programs	This course is designed to provide students with the basic skills necessary to design and develop performance-based training programs and courses. Emphasis will be placed on the actual design and development of training materials

Human Resource Development and Management Track: Course Details

Select One Course

LTLE 150: Information in a Contemporary Society	This course concerns the individual's need for information especially that which will assist in solving problems related to everyday needs and interests and with the agencies and resources which can help to meet those needs. Will not count as social science course for teacher licensure.
LTLE 370: Instructional Technology	This course covers the principles and procedures of a teaching / learning process designed to provide reliable, effective instruction to learners through systematic application of instructional technology. Includes selecting, producing, evaluating and utilizing nonprofit media and equipment for application to instructional process.
LTLE 372: Visual Literacy	This foundational course will cultivate the ability to evaluate and create conceptual visual representations. Students will practice the necessary critical attitude, principles, tools and feedback to develop their own high-quality graphics for learning and performance. Topics also include the impact of visual literacy on the learning process related to instructional design, instructional technology, and information presentation.
SCOM 331: Communication & Conflict	This course covers theories of conflict emerging from the communication discipline and application to different forms of conflict at all levels of human interaction. An examination of communication and varied responses to conflict in diverse situations. Emphasis on the competencies required for successful management, intervention and transformation of conflict.
WRTC 318: Intercultural Professional Communication	Focus on the importance of culture to professional communication, both in print and online, by using an intercultural perspective to examine audience, purpose, persona, context, language, page and screen design, graphics and color. Includes a consideration of basic models of culture developed in professional environments, incorporating management, teamwork and translation issues, as well as how American culture differs from other cultures worldwide. <i>Prerequisite: WRTC 103 or equivalent.</i>
IS 300: Sponsored Learning	A structured learning activity related to a student's area of study and sponsored by an employer, volunteer agency, or other appropriate organization. 1-6 credits.

Professional Workplace Communication Track Overview

Description: The *Professional Workplace Communication* track provides students with a better understanding of the principles and theories of the complex communication systems within professional and organizational settings. Students will gain key skills and knowledge of communication interactions, increase their awareness of diversity, and explore conflict intervention and mediation in various contexts. This track complements any course of study as it provides essential skills for effective interaction and leadership in communities, workplaces, and groups.

Requirements: SCOM 121, 122, or 123 is the prerequisite for this track.

College of Arts & Letters, College of Education, PCE

Core: 4 Courses/12 Credits

Course Number	Course Title	College
SCOM 248	Intercultural Communication	College of Arts & Letters
SCOM 331	Communication & Conflict	College of Arts & Letters
SCOM 350	Organizational Communication	College of Arts & Letters
SCOM 358	Business & Professional Communication Studies	College of Arts & Letters

Select from: 2 Courses/6 Credits

Course Number	Course Title	College
LTLE 370	Instructional Technology	College of Ed.
LTLE 372	Visual Literacy	College of Ed.
LTLE 490	Special Studies	College of Ed.
WRTC 316	Research Methodologies in WRTC	College of Arts & Letters
WRTC 332	Creative Approaches to Digital Storytelling	College of Arts & Letters
WRTC 334	Introduction to Popular Writing	College of Arts & Letters
WRTC 434	Advanced Popular Writing	College of Arts & Letters
IS 300	Sponsored Learning	PCE/ADP

Professional Workplace Communication Track: Course Details

Core Courses

Course	Course Description
SCOM 248: Intercultural Communication	The study of human communication in a variety of cultural settings and contexts. Emphasis on developing understanding and analytical skills regarding communication between people from different racial, ethnic and cultural backgrounds in both domestic and international settings. Consideration of relevance and application to social, business and political environments.
SCOM 331: Communication & Conflict	Consideration of theories of conflict emerging from the communication discipline and application to different forms of conflict at all levels of human interaction. An examination of communication and varied responses to conflict in diverse situations. Emphasis on competencies required for successful management, intervention and transformation of conflict. <i>Prerequisite: SCOM 240 or SCOM 245 recommended.</i>
SCOM 350: Organizational Communication	Students gain a complex understanding of organizing practices by investigating the evolution of how historical events have influenced organizational communication and managerial practices at work. Drawing upon communication theory, students analyze various organizational communication practices such as the management of workers, development of organizational culture, and interaction with larger systems. Learning is complemented by an experimental learning project.
SCOM 358: Business & Professional Communication Studies	Students investigate the nuance and complexity of communication in modern organizational life. A portion of the class is dedicated to the skills involved in a competitive, successful career search. In addition, students develop the skills to become an ethical and effective organizational citizen. <i>Prerequisite: Junior or senior status.</i>

Professional Workplace Communication Track: Course Details

Select Two Courses

LTLE 370: Instructional Technology	Principles and procedures of a teaching/learning process designed to provide reliable, effective instruction to learners through systematic application of instructional technology. Includes selecting, producing, evaluating and utilizing nonprint media and equipment for application to instructional process.
LTLE 372: Visual Literacy	This foundational course will cultivate the ability to evaluate and create conceptual visual representations. Students will practice the necessary critical attitude, principles, tools and feedback to develop their own high-quality graphics for learning and performance. Topics also include the impact of visual literacy on the learning process related to instructional design, instructional technology, and information presentation.
LTLE 490: Special Study in LTLE	Designed to provide in-depth and up-to-date exposure to the topics/issues pertinent to human resource development and allow students to explore topics of special interest in human resource development. <i>Prerequisite: Permission of the instructor.</i>
WRTC 316: Research Methodologies in WRTC	Introduction to the process of conducting research grounded in inquiry. Students use a variety of research methodologies to gather information from secondary and primary sources. Students evaluate information for accuracy and usability and interpret information for the audience and rhetorical context they have defined. Students in this course design a research study, carry it out and write a subject appropriate report. <i>Prerequisite: WRTC 103 or equivalent.</i>
WRTC 332: Creative Approaches to Digital Storytelling	This course introduces students to the history and methods of digital storytelling and provides them with the opportunity to critically evaluate a range of digital stories and to develop their own digital storytelling projects. Digital stories are narratives that are composed in digital environments using sound, audio, still images, video, and interactive elements like maps, charts and timelines. By the end of the course, students will be able to adapt digital storytelling techniques to suit a variety of genres and audiences. Throughout the course, students learn to assess digital storytelling artifacts, such as short video documentaries and mixed media narratives, and their usefulness for particular audiences and contexts. In addition to these digital composing techniques, students learn to assess and use a variety of online platforms where digital stories can be published, critique and improve their own and others' work, collaborate with others and create digital storytelling artifacts for clients. <i>Prerequisite: WRTC 200 and WRTC 201 or permission of instructor.</i>
WRTC 334: Introduction to Popular Writing	A theoretical and practical overview of the growing field of popular writing. Students will analyze a broad range of genres – including reviews, commentaries, profiles, blogs, and ads – from a broad range of publications, including newspapers, magazines, and the Web, with the goal of acquiring a critical understanding of the rhetorical aims and

	practices of popular writing. <i>Prerequisite: WRTC 200 and WRTC 201 or permission of instructor.</i>
WRTC 434: Advanced Popular Writing	Advanced focus on a particular genre in popular writing, such as reviews, commentaries, opinion pieces, profiles, blogs, or ads. Students will engage with a specific genre to acquire both a critical understanding of its rhetorical aims and practices as well as the skills to practice writing within that genre. Students in this course have the opportunity to develop several professional portfolio pieces. <i>Prerequisite: WRTC 200 and WRTC 201 or permission of instructor.</i>
IS 300: Sponsored Learning	A structured learning activity related to a student's area of study and sponsored by an employer, volunteer agency, or other appropriate organization. 1-6 credits.

Small Business Management & Entrepreneurship Track Overview

Description: The *Small Business Management & Entrepreneurship* track provides students with the key skills, practical knowledge, and approach necessary for creating successful new ventures that attracts customers in a consumer driven market. Students learn the basics of management functions and the formulation, financing, and operation of starting and maintaining a business.

College of Business, College of Education, College of Arts & Letters, SCOM, PCE

Core: 4 Courses/12 Credits

Course Number	Course Title	College
CIS 498	Special Topics — Network Security	College of Business
MGT 305	Management and Organizational Behavior	College of Business
MGT 405	Special Topics — Intro to Entrepreneurship	College of Business
MGT 405	Special Topics — Designing Your Business Venture	College of Business

Select from: 2 Courses/6 Credits

Course Number	Course Title	College
CIS 311	Analyzing Data in Organizations	College of Business
LTLE 150	Information in Contemporary Society	College of Ed.
SCOM 248	Intercultural Communication	College of Arts & Letters
SCOM 358	Business & Professional Communication Studies	College of Arts & Letters
WRTC 340	Writing as Leading	College of Arts & Letters
IS 300	Sponsored Learning	PCE/ADP

Small Business Management & Entrepreneurship Track: Course Details

Core Courses

Course	Course Description
CIS 498: Special Topics – Network Security	An advanced course designed to allow exploration of current topics in computer information systems. Course content will vary.
MGT 305: Management & Organizational Behavior	This course is the study of management functions, decision processes and human behavior in business organizations. Ethical and political considerations are addressed, as are behavioral science research and its applicability to understanding organizational behavior.
MGT 405: Special Topics – Intro to Entrepreneurship	This course is designed to allow exploration of areas of current topical or unique interest or to leverage special situation.
MGT 405: Special Topics – Designing Your Business Adventure	This course is designed to allow exploration of areas of current topical or unique interest or to leverage special situation.

Small Business Management & Entrepreneurship Track: Course Details

Select Two Courses

<p>CIS 311: Analyzing Data in Organizations</p>	<p>This course provides an overview of how to work with databases and other data sources in order to access relevant information in a timely and user-friendly manner. It includes discussions of a variety of data representation types, including relational databases, XML documents and cloud data. Students learn essential database concepts and gain practical experience querying, reporting, and analyzing data.</p>
<p>LTLE 150: Information in a Contemporary Society</p>	<p>This course concerns the individual's need for information especially that which will assist in solving problems related to everyday needs and interests and with the agencies and resources which can help to meet those needs. This course will not count as a social science course for teacher licensure.</p>
<p>SCOM 248: Intercultural Communication</p>	<p>This course focuses on the study of human communication in a variety of cultural settings and contexts. Emphasis on developing understanding and analytical skills regarding communication between people from different racial, ethnic, and cultural backgrounds in both domestic and international settings. Consideration of relevance and application to social, business and political environments.</p>
<p>SCOM 358: Business & Professional Communication Studies</p>	<p>This course provides students the opportunity to investigate the nuance and complexity of communication in modern organizational life. A portion of the class is dedicated to the skills involved in a competitive, successful career search. In addition, students develop the skills to become an ethical and effective organizational citizen.</p>
<p>WRTC 340: Writing as Leading</p>	<p>Investigation of contemporary leadership theories as they apply to writing; students will apply these principles and techniques to their own writing. The course will explore how writers lead readers and how leaders employ writing and use writers to influence their audiences. Students will gain experience writing in typical leadership genres, such as the position paper and the op-ed piece. <i>Prerequisite: WRTC 200 and WRTC 201 or permission of instructor.</i></p>
<p>IS 300: Sponsored Learning</p>	<p>A structured learning activity related to a student's area of study and sponsored by an employer, volunteer agency, or other appropriate organization. 1-6 credits.</p>

Family & Consumer Sciences Track Overview

Description: The Family & Consumer Sciences track prepares students for a variety of careers in human services and education such as domestic violence shelters, non-profit work, marriage and family counseling, retirement and adult care, early childhood education, after-school programs, and secondary education.

Special Note: this track does not include courses for teacher licensure

College of Health & Sciences, PCE, College of Education, College of Arts & Letters, University Studies

Core: 4 Courses/12 Credits

Course Number	Course Title	College
FAM 133	The Contemporary Family	Health and Sciences
FAM 325	Parent-Child Relationships Across the Spectrum	Health and Sciences
IS 490	Special Studies: Dress & Humanity	PCE/ADP
UNST 475	Dollars and Sense	University Studies

Select from: 2 Courses/6 Credits

Course Number	Course Title	College
ECED 304	Diversity, Equity, & Justice in ECED	College of Ed.
EXED 200	Foundations of Exceptional Education	College of Ed.
IS 300	Sponsored Learning	PCE/ADP
LTLE 370	Instructional Technology	College of Ed.
LTLE 372	Visual Literacy	College of Ed.
LTLE 385	Foundations of Instructional Design	College of Ed.
MGT 305	Management & Organizational Behavior	College of Business
MGT 405	Special Topics — Into to Entrepreneurship	College of Business
MGT 405	Special Topics — Designing Your Business Venture	College of Business
SCOM 245	Signs, Symbols, and Social Interaction	College of Arts & Letters
SCOM 331	Communication and Conflict	College of Arts & Letters
SOWK 340	Violence in Families	Health & Sciences
SOWK 387	Working with Teens	Health & Sciences

Family & Consumer Sciences Track: Course Details

Core Courses

Course	Course Description
FAM 133: The Contemporary Family	To define the contemporary family including historical, social, cultural and systems issues. Addressing relational, life courses, diversity and social policy in defining a contemporary family in today's society and how it can impact service delivery.
FAM 325 : Parent-Child Relationships Across the Lifespan	This course is designed to familiarize students with theoretical, contemporary, and practical issues related to the parent-child relationships across generations. Students will be encouraged to think critically, integrate previous personal and academic knowledge with the content of the course, to learn from each other, and to examine their own paradigm as it relates to their parenting beliefs and skills.
IS 290: Special Studies: Dress & Humanity	This course explores the relationship between dress and humanity. Discussions of history as it relates to dress, culture, and the influence dress has in today's society are investigated. Topics include textiles, fashion, art, design, and sustainability.
UNST 475: Dollars and Sense	This practical course will review the affect a personal philosophy on money, influence of societal expectations, and management of personal finances, has on all aspects of life when it comes to securing the "American Dream." Students will learn real life skills in the areas of eliminating debt, creating a budget, understanding investments and insurance, saving money, planning for retirement, shopping for a house, and other topics dealing with financial issues faced in daily life.

Family & Consumer Sciences Track: Course Details

Select Two Courses

ECED 304: Diversity in ECED	This course guides students in critically examining their own perspectives regarding diversity, seeks to expand students' awareness and understanding of individuals and groups representing differences, and explores pedagogical issues and practices essential for embracing the whole community of learners and families.
EXED 200: Foundations of Exceptional Education	This course is designed to support study of the historical perspectives, models, theories, philosophies and trends that provide the basis for exceptional education practice. The status of persons with exceptional learning needs (ELNs), legislative and judicial mandates and current regulation related to individuals with ELNs, and the 'rights and responsibilities' of various stakeholders as they relate to exceptionality will be stressed. The role of culture, environment, family and exceptionality will be explore.
IS 300: Sponsored Learning	A structured learning activity related to a student's area of study and sponsored by an employer, volunteer agency, or other appropriate organization.
LTLE 370: Instructional Technology	Principles and procedures of a teaching/learning process designed to provide reliable, effective instruction to learners through systematic application of instructional technology. Includes selecting, producing, evaluating and utilizing non-print media and equipment for application to instructional process.
LTLE 372: Visual Literacy	This foundational course will cultivate the ability to evaluate and create conceptual visual representations. Students will practice the necessary critical attitude, principles, tools and feedback to develop their own high-quality graphics for learning and performance. Topics also include the impact of visual literacy on the learning process related to instructional design, instructional technology, and information presentation.
LTLE 385: Foundations of Instructional Design	The purpose of this course is to apply instructional theory to the creation of instructionally sound education programs and materials.
MGT 305: Management & Organizational Behavior	This course is the study of management functions, decision processes and human behavior in business organizations. Ethical and political considerations are addressed, as are behavioral science research and its applicability to understanding organizational behavior.

MGT 405: Special Topics- Intro to Entrepreneurship	This course is gives a broad overview of the field of entrepreneurship—it's like a Golden Corral where we get to savor a little of a lot. First, we study what entrepreneurs do, how they think, and creative ideas (Week 1). Then we focus on the planning (Week 2), and then funding and legal issues (Week 3) of new businesses. Finally, we end by looking at organizing and growing a business (Week 4).
MGT 405: Special Topics- Designing Your Business Venture	This is a practical course focused on helping you experience some of the steps in building a startup venture. While you do not have to actually start a business, at the end of this course you will have studied and practiced some important startup activities. Because you can only experience so much in a limited time, you will also benefit from reading about the experiences of others in the class.
SCOM 245: Signs, Symbols and Social Interaction	The study of verbal and nonverbal communication as used in human interaction. Consideration given to the function of symbolic systems in self-concept development, the structuring of reality and social discourse. Attention is directed toward the use of signs and symbols by different ethnic groups, genders, age groups and geographic groups.
SCOM 331: Communication and Conflict	Consideration of theories of conflict emerging from the communication discipline and application to different forms of conflict at all levels of human interaction. An examination of communication and varied responses to conflict in diverse situations. Emphasis on competencies required for successful management, intervention and transformation of conflict.
SOWK 340: Violence in Families	Examination of violence in the family, including spouse, sibling, elder and child abuse. Studies the social and cultural patterns and etiology of family violence. Examines programs and services for the abused and the abuser including shelters, support systems and counseling.
SOWK 387: Working with Teens	Survey of physical, psychological and social theories of adolescent development. Examination of service delivery issues in working with teenagers. Investigation of topical areas of relevance to working with adolescents, including depression, suicide, eating disorders, sexuality, abuse and neglect, runaways, depression, suicide, and substance abuse.

Child Development Track Overview

Description: The Child Development track incorporates the theoretical and practical knowledge of concepts in child development. This track prepares students for careers in settings such as preschool, early and head start programs, after-school programs, and non-profit agencies.

Special Notations: this track does not include courses for teacher licensure and all required classes include assignments that necessitate access to children in educational settings

College of Education, PCE, College of Health & Sciences, College of Arts & Letters

Core: 4 Courses/12 Credits

Course Number	Course Title	College
ECED 372	Introduction to Early Childhood Education	College of Ed.
ECED 442	The Young Child	College of Ed.
IS 300	Sponsored Learning	PCE/ADP
LED 355	Inclusive Early Literacy Development and Acquisition	College of Ed.

Select from: 2 Courses/6 Credits

Course Number	Course Title	College
ECED 304	Diversity, Equity, & Justice in ECED	College of Ed.
EXED 200	Foundations of Exceptional Education	College of Ed.
EXED 402	Behavioral Supports and Interventions	College of Ed.
FAM 133	The Contemporary Family	Health and Sciences
FAM 325	Parent-Child Relationships Across the Lifespan	Health and Sciences
LTLE 370	Instructional Technology	College of Ed.
LTLE 372	Visual Literacy	College of Ed.
LTLE 385	Foundations of Instructional Design	College of Ed.
SCOM 245	Signs, Symbols and Social Interaction	College of Arts & Letters
SOWK 342	Child Welfare Services	Health and Sciences

Child Development Track: Course Details

Core Courses

Course	Course Description
ECED 372: Introduction to Early Childhood Education	Introductory study of the role of the teacher, the role of the learner and the developing child as the basis for designing programs and developing curriculum for children 0-8 with different abilities and from various cultures.
ECED 442: The Young Child	This course integrates child development knowledge and theories, academic content knowledge, and age/stage appropriate guidance strategies for teaching children pre-kindergarten through grade three. Emphasis on observational/assessment strategies and inquiry processes related to young children's growth and development as a basis for teaching decisions.
IS 300: Sponsored Learning	A structured learning activity related to a student's area of study and sponsored by an employer, volunteer agency, or other appropriate organization. 1-6 credits.
LED 355: Inclusive Early Literacy Development and Acquisition	This is the first course in a two-course sequence designed to provide pre-service inclusive early childhood teachers with the foundation of literacy development for children, as well as instruction to support and enhance the emergence and continued development of literacy learning.

Child Development Track: Course Details

Select Two Courses

ECED 304: Diversity, Equity & Justice in ECED	This course guides students in critically examining their own perspectives regarding diversity, seeks to expand students' awareness and understanding of individuals and groups representing differences, and explores pedagogical issues and practices essential for embracing the whole community of learners and families.
EXED 200: Foundations of Exceptional Education	This course is designed to support study of the historical perspectives, models, theories, philosophies and trends that provide the basis for exceptional education practice. The status of persons with exceptional learning needs (ELNs), legislative and judicial mandates and current regulation related to individuals with ELNs, and the 'rights and responsibilities' of various stakeholders as they relate to exceptionality will be stressed. The role of culture, environment, family and exceptionality will be explore.
EXED 402: Behavioral Supports and Interventions	This course is designed for early childhood educators (ECEs) who may work with young children with challenging behaviors. This course focuses on basic principles of behavior as means to help ECEs understand the function of behavior, or the reasons why behavior occurs. This course focuses on proactive strategies as a means to prevent challenging behavior, measuring behaviors using data collection and implementing behavior interventions that are aligned with behavior function. This course emphasizes a positive approach to behavior management aligned with best practices in teaching social emotional skills to young children.
FAM 133: The Contemporary Family	Concepts of variations in forms and lifestyles of families. Consideration is given to the family life cycle and the interdependency between the family and society.
FAM 325: Parent-Child Relationships Across the Lifespan	This course is designed to familiarize students with theoretical, contemporary, and practical issues related to the parent-child relationships across generations. Students will be encouraged to think critically, integrate previous personal and academic knowledge with the content of the course, to learn from each other, and to examine their own paradigm as it relates to their parenting beliefs and skills.
LTLE 370: Instructional Technology	Principles and procedures of a teaching/learning process designed to provide reliable, effective instruction to learners through systematic application of instructional technology. Includes selecting, producing, evaluating and utilizing non-print media and equipment for application to instructional process.

LTLE 372: Visual Literacy	This foundational course will cultivate the ability to evaluate and create conceptual visual representations. Students will practice the necessary critical attitude, principles, tools and feedback to develop their own high-quality graphics for learning and performance. Topics also include the impact of visual literacy on the learning process related to instructional design, instructional technology, and information presentation.
LTLE 385: Foundations of Instructional Design	The purpose of this course is to apply instructional theory to the creation of instructionally sound education programs and materials.
SCOM 245: Signs, Symbols and Social Interaction	The study of verbal and nonverbal communication as used in human interaction. Consideration given to the function of symbolic systems in self-concept development, the structuring of reality and social discourse. Attention is directed toward the use of signs and symbols by different ethnic groups, genders, age groups and geographic groups.
SOWK 342: Child Welfare Services	Study of the basic child welfare services – day care, homemakers, services to unwed parents, protective, foster care and adoption services – and the principle income maintenance programs as they affect children and their families. Analysis of legal framework and court services and such current issues as guardianship, educational and protective services.

For requirements and course details for ECED 2+2, ELED, and SPED (all Teacher Licensure tracks), see JMU catalog.

Appendix C

Portfolio of Prior Learning Assessment

Portfolio of Prior Learning Assessment Defined

Prior learning assessment (PLA) is an assessment of knowledge and skills acquired prior to or outside of enrollment in higher education for the purpose of earning college-level credit. The term portfolio is used to describe a collection of evidence to support the PLA process. Through the portfolio, a student makes a case by succinctly identifying, articulating and documenting mastery of college-level learning or its equivalence.

PLA is an option for a student who has gained significant learning through experiences including, but not limited to workplace training, volunteer service, civic activities, conferences, workshops, vocational interests, travel and independent reading.

PLA is not an option for everyone. The process entails extensive preparation, excellent academic writing skills, and the ability to meet deadlines. There is no guarantee that a portfolio submitted for credit will be approved. Credit earned through PLA is not eligible for transfer to another degree program at JMU.

Eligibility

Students must meet the following criteria to submit a PLA:

- Be currently enrolled in the Adult Degree Program
- Have availability within the academic program of study for PLA credits
- Successful completion of IS 206: Researching, Writing and Documenting Prior Learning

Standards

The Council for Adult and Experiential Learning (CAEL) has established 10 academic and administrative standards for PLA which have been adopted and are defined hereafter.

Academic Standards for PLA (adopted from CAEL)

- Credit is awarded only for learning and not experience.
- Assessment is based upon standards of college-level learning.
- Assessment and feedback are an integral part of the learning process and not apart from it.
- Determination of credit award is made by subject-matter experts.
- Credit is appropriate to the context in which it is awarded.

Administrative Standards for PLA (adopted from CAEL)

- Transcript entry for credit awards clearly distinguishes the learning to avoid credit twice for the same learning.
- Policies, procedures, and criteria for assessment and decision appeals is clearly defined.

- Fees for assessment are based upon the services provided for the process and not the number of credits.
- All personnel involved in the assessment process are adequately trained.
- Assessment processes are regularly monitored, reviewed, and revised if necessary, in order to meet the needs of those being served.

Additional Standards for PLA

- Courses petitioned through PLA may not duplicate transfer credit or any other coursework completed to fulfill degree requirements.
- One PLA portfolio can be submitted for one course. Each course listing must include the following: course prefix, course name, course description, and course objectives. If a course requires a pre-requisite, the PLA portfolio must include the pre-requisite course information.
- PLA does not apply to physical education courses, field experiences, practicums, labs, seminars or other courses inconsistent with demonstrating prior learning through the PLA process.

Academic Integrity

Any inaccurate information will be investigated. Failure to provide accurate information is considered a violation of James Madison University’s Honor Code. The honor code can be found at: <https://www.jmu.edu/honorcode/code.shtml>

Portfolio Submission Schedule

Fall Semester		Spring Semester		Summer	
Pre-Review	September 1	Pre-Review	February 1	Pre-Review	April 1
Review	October 1	Review	March 1	Review	May 1

Pre-Review

The purpose of the pre-review is to offer feedback for students to integrate into a final draft. The pre-review does not guarantee approval.

Review

The review is conducted by two reviewers consisting of faculty considered to be content experts and/or practitioners with specific expertise in the subject matter.

Portfolio Fees

There is a one-time nonrefundable submission fee of \$200 due at the pre-review deadline. Application and payment of the submission fee does not guarantee approval of credits. This fee is for the assessment of the portfolio and is not intended to “purchase credit.”

PLA Assessment

Reviewers will assess the PLA portfolio using a rubric. The total score must be 30 or higher to receive credit, and the narrative and documentation sections must both receive a score of 3 or higher. A PLA portfolio that does not score a passing “C” grade may not be rewritten or resubmitted using the same content and course(s).

PLA Assessment Appeals

Students who wish to appeal the denial of their PLA portfolio must do so in writing to the Academic Unit Head for BIS within seven (7) days of the date of notification. Within the appeal letter, the student must address the areas of weakness as indicated by the reviewers and specify why credit should have been awarded. The student may be required to provide additional information to support their appeal.

Portfolio Format

- Title Page
 - Portfolio of Prior Learning Assessment
 - Student’s full name
 - James Madison University
 - Degree Concentration Area
 - Date
- Table of Contents
- Cover Letter
- Résumé
- Course Syllabus
- Narrative
- Letters of Verification (2)
- References
- Authentication and Release of Information
- Appendices of Supporting Documents

Table of Contents

The table of contents lists the contents of the portfolio including titles, page numbers and appendices.

Cover Letter

The cover letter is an introduction to the portfolio which clearly identifies the student, the academic program, the course(s) for which the student is seeking credit, the course description(s), and the student’s academic and professional goals.

Résumé

The résumé is current, highlights detailed responsibilities and accomplishments that supports progression of prior learning within a sequential timeline, and is tailored to course objectives.

Course Syllabus

The course syllabus is a current syllabus in place by an instructor teaching the course at James Madison University.

Narrative

The narrative is course-specific, connecting prior learning experiences to each course objective listed on the course syllabus. References to supporting documents and relevant academic theories, models, and concepts are also included. The narrative succinctly explains how the learning was applied or could be applied in professional or other contexts.

Letters of Verification

Two letters of verification must be written by professionals with the authority to speak about the student's prior learning and knowledge as it connects to the course description. This is not a letter of recommendation.

References

The reference page correlates with the in-text citations in the correct department format. Typically, APA is used in Social Sciences while MLA is used in the Humanities.

Appendices of Supporting Documents

Supporting documents are course-specific evidence of experiential learning which can include a variety of artifacts such as the following:

- Certificates
- Licenses
- Training courses, workshops or seminars
- Workplace or industry credentials
- Professional development transcripts
- Workplace performance evaluations
- Evidence of teaching
- Publications
- Student-produced body of work

Certificates and licenses must include the student's name, date of completion (month/day/year or month/year), title of training, and provider of the training. Web-based documents must include the auto-generated URL and date the page was printed. Supporting documents should not stand alone. All documents require descriptors outlining the training and the provider of the training. Agendas and training manuals can accompany the descriptors. Letters from employers and training providers to verify completion of the training are acceptable as long as they are written on company letterhead, dated and signed. Each document must be cited within the narrative (e.g. "see Appendix A") and labeled as Appendix A, Appendix B, Appendix C, etc.

Authentication and Release of Information

This form allows a student to verify that the portfolio was drafted by them and all the information contained in the portfolio is accurate. This form also provides a release of information to James Madison University faculty and staff for the purpose of contacting employers and any entity for verification of documentation. Specified sections of portfolios may be used for educational purposes such as viewing by other students and for teaching by faculty.

PLA Portfolio Rubric

Category		Score
Portfolio Organization	Portfolio is formatted with all of the following components: Title Page, Table of Contents, Cover Letter, Résumé, Course Syllabus, Narrative, Letters of Recommendation (2), References, Appendices of Supporting Documents, Authentication and Release of Information	
Cover Letter	Cover letter introduces the portfolio by clearly identifying the student, the academic program, the course(s) for which the student is seeking credit, the course description(s), and the student's academic and professional goals.	
Résumé	Résumé is current and highlights detailed responsibilities and accomplishments that support progression of prior learning within a sequential timeline.	
Narrative	Narrative is course specific connecting the prior learning experiences to each course objective listed on the syllabus.	
Narrative	Narrative references supporting documents and relevant academic theories, models or concepts.	
Narrative	Narrative explains how the learning was applied or could be applied in professional or other contexts.	
Letters of Verification	Two letters of verification clearly support the student's prior learning and knowledge as it connects to the course description(s).	
Supporting Documents	Artifacts adequately support prior learning and align with all of the course objectives.	
Academic Writing	Student-generated documents are written academically to include proper in-text citations and end-of-text reference page.	
Mechanics	Student-generated documents are free of grammar, punctuation and spelling errors.	

- 4- Exceeds Requirements
- 3- Meets Requirements
- 2- Partially meets Requirements
- 1- Did not meet requirements

The total score must be 30 or higher to receive credit and the narrative and documentation sections must all receive a score of 3 or higher.

If the portfolio did not meet the minimum score, check the applicable reasons:

- Evidence/documentation is inadequate.
- Evidence does not support the course description and all learning objectives.
- Evidence supports a limited number of course learning objectives.
- Narrative is poorly written or too brief.
- Unclear if mastery of learning was achieved.
- Other: _____

Faculty Evaluator Summative Comments:

Faculty Evaluator Signature:

Date:

Academic Unit Head, Signature:

Date:

Academic Unit Head, BIS Signature:

Date:

Authentication and Release of Information

During the process of the PLA portfolio development and assessment, your work may be viewed for academic purposes only. Those who may view your portfolio include the Adult Degree Program staff and faculty, reviewers, and members of accreditation teams.

Specified sections of your portfolio may be used for educational purposes such as viewing by other students and for teaching by faculty. In this case, all personally identifiable and/or proprietary information will be removed from the portfolio.

Materials that violate the legal and moral right to privacy of any individual or organization may not be included in any portfolio.

My signature indicates that I fully understand the terms of authentication and release of information as stated in the aforesaid.

Student Name:

Student Signature:

Date:
