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. With an understanding that education improves job performance and boosts marketability, adult learners are enrolling in higher education in record numbers. As a student in the Adult Degree Program at JMU, you will earn the quality education employers are seeking.

The Adult Degree Program offers you the unique ability to create a personalized academic program of study. Our rigorous and engaging coursework will help you move forward in your educational and career goals to complement JMU’s legacy in higher education.

We understand both the excitement and challenges pursuing a degree in higher education can bring. As such, we strive to offer a number of resources so you can make the most of your educational opportunities and achieve academic success. The information within this handbook is intended to provide you with the current policies and guidelines important to the completion of your degree.

Dr. Windi D. Turner, CPFFE
Director, Adult Degree Program

Lindsey Richards
Student Success Coordinator
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Adult Degree Program

Program Overview
Individualized Studies 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 educational and career objectives. ADP students have the option to earn a Bachelor of Individualized Studies (BIS), a Bachelor of Arts (BA) in Individualized Studies, or a Bachelor of Science (BS) in Individualized Studies.

The Individualized Studies 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 educational and professional 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:

- Accepted for admission into JMU
- 22 years of age or older
- At least 30 transferable college credits
- GPA of 2.0 or higher

Admission Procedures: Applicants New to JMU
Applications are not currently accepted via the standard JMU Admissions process.

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:

Returning students who have been out less than two years and are in Good Academic Standing, should complete the Intent to Enroll form and submit to the Registrar: http://www.jmu.edu/registrar/wm_library/intent_to_enroll.pdf
Students who have been out 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:

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1: July 1</td>
<td>Spring 1: November 1</td>
<td>April 1</td>
</tr>
<tr>
<td>Fall 2: September 1</td>
<td>Spring 2: February 1</td>
<td></td>
</tr>
</tbody>
</table>

**Program Advising**

**Academic Advisors**

Advisors help assist students to identify and achieve their educational goals and degree requirements. All students receive assistance from ADP’s professional advisor in the following areas:

- JMU policies, procedures, and resources
- ADP policies and procedures
- Degree completion plan of study and amendments
- Selecting an appropriate name for your concentration
- Arranging independent study courses when appropriate
- Approval of amendments to the degree completion plan
- Identifying instructional faculty to serve as academic advisors for subject matter expertise

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

**Curriculum**

**Bachelor of Individualized Studies (BIS)**

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

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

60 credits must be earned from a 4-year accredited institution with 30 of the 60 credits earned at JMU.

All ADP students are Individualized Studies majors earning an interdisciplinary degree. Students cannot exclusively follow a traditional major offered at JMU.
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, culminating with a capstone senior project.

**General Education Requirements**

General education requirements for ADP students differ from that of traditional JMU students.\(^1\) Additional classes are required for the BS or BA in Individualized Studies. Table 1 lists the classes that fulfill these requirements at the 100-level or higher.

*Table 1*

*General Education and Course Requirements*

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Credits</th>
<th>Courses Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Behavioral Sciences</td>
<td>6</td>
<td>Any class from these academic departments: Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
<td>Any class from these academic departments: American Studies, Art, Art History, Dance, Foreign Languages, Humanities, Literature, Philosophy, Music, Music History, Religion, Theatre</td>
</tr>
<tr>
<td>Natural Science</td>
<td>6</td>
<td>Any class from these academic departments: Astronomy, Biology, Chemistry, Geology, Physics, ISCI; ANTH 196; ISAT 100, 112, 113, 160</td>
</tr>
<tr>
<td>Written Communications</td>
<td>6</td>
<td>Any class from these academic departments: ENG 221, 222, 235, 236, 239, 247, 248, 260, 290, 347, 391, 392, 393, 396; HUM 200, WRTC</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3</td>
<td>SCOM 121, 122, 123</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>Any math class at the 100-level or higher; ISAT 151, 251</td>
</tr>
<tr>
<td>U.S. History</td>
<td>4</td>
<td>HIST 225, JUST 225, POSC 225</td>
</tr>
<tr>
<td>General Education electives</td>
<td>7</td>
<td>BUS 160; COB 204; HTH 100; KIN 100; or additional classes in any of the above clusters</td>
</tr>
<tr>
<td>BS in Individualized Study</td>
<td>6</td>
<td>additional Mathematics (3 credits) and additional Natural Science (3 credits)*</td>
</tr>
<tr>
<td>BA in Individualized Study</td>
<td>9</td>
<td>additional Philosophy (3 credits excluding PHIL 120 and 150) and Foreign language (6 credits at the 200-level or higher)</td>
</tr>
</tbody>
</table>

\(^1\)Currently under revision to reflect JMU’s traditional General Education requirements
*The Director of ADP can approve, at their discretion, the following classes for the Natural Science requirement of the Bachelor of Science degree: any Anthropology, Economics, Geography, ISAT, Political Science, or Sociology course; CS 139, 239, 240, 345, 350.

Other classes may be submitted for approval by the Director of ADP at the student’s request.

**Individualized Studies Major Concentration**

A concentration, or focus area of study, is composed of 30 credits or more. At least 24 of the 30 credits must be at the 300- and/or 400-level and completed at JMU. The Senior Capstone Project IS 498 is included in the concentration and counts as 3 credits towards the upper level credit requirements.

While creating the BIS plan 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 current majors at JMU (i.e. Marketing, Computer Information Systems, or Public Policy Administration). The concentration name should reflect the courses included in the plan of study. For example, if coursework is completed in Business Technology and Professional and Workplace Communication, students can declare their concentration Business Communications or Business Technology and Communications.

Per accreditation rules, non-College of Business students may not take business courses in excess of 30 credits (10 classes) without a waiver from the Associate Dean in the College of Business. This includes courses with the following prefixes: ACTG, BLAW, COB, ECON, FIN, HTM, CIS, MGT, and MKTG.

*Note: MGT courses in the Entrepreneurship module and CIS courses in the Business Technology module are not included in this exception.

**Electives**

The electives section is comprised of the following:

- 000 level transfer credits
- Other transfer credits that do not fulfill General Education or Concentration requirements
- IS 200: Orientation to Individualized Study
- IS 206E: 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.
Online Modules
The online modules are clustered courses that satisfy concentration requirements. Academic units at JMU developed course content within the modules to deliver a strong foundation for each area of study tailored for online delivery. Module structure and content vary based on the specific subject matter to provide added flexibility. Modules may be paired together or combined with face-to-face courses offered on campus.

The complete list of modules includes:

- Autism Spectrum Disorders
- Business Technology
- Entrepreneurship
- Human Resource Development
- Professional and Workplace Communication

Students can combine any number of the modules. For example:

- Autism Spectrum Disorders + Professional and Workplace Communication
- Business Technology + Entrepreneurship + Human Resource Development
- Entrepreneurship + Human Resource Development
- Human Resource Development + Business Technology
- Professional and Workplace Communication + Human Resource Development

*see Appendix A for a detailed description of the modules*

BIS Senior Capstone Project
All students are required to complete IS 498: BIS Senior Project for their Individualized Study major. Students generally complete their project during the semester before or the semester of graduation, but it can be completed any time after earning 90 credits.

The capstone project is an in-depth study of a topic related to the student’s concentration. Students first work with a faculty advisor to develop the project which must be approved by the Director of ADP. After approval, students can register for IS 498.

The JMU Honors Program invites students with the prerequisite of a 3.50 or higher GPA to participate in the IS 499: BIS Senior Project Honors. This is a 6-credit independent scholarship conducted over the course of two semesters. Students must meet all Honors Program requirements.

*Effective spring 2019, IS 498 will transition into an interdisciplinary research course.*

*see Appendix B for project guidelines*
ADP Strategies for Success
ADP Strategies for Success is a free online course and pre-requisite for IS 200: Orientation to Individualized Study. The course provides all incoming students with the necessary tools to be successful at JMU.

The content of this course is updated on a regular basis so it will be available as an ongoing resource for review as needed. Important announcements are posted on the ADP Strategies homepage and also sent directly to students’ e-mail accounts @dukes.jmu.edu.

Credits for Non-Traditional Learning
Students can earn a maximum of 30 credits through one or more of the following options:

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

Portfolios 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 206E: 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 206E 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 the full amount of credits. Submitting a portfolio too close to commencement can delay graduation.

see Appendix C for PLA guidelines

College Board Examination Program (CLEP)
CLEP is a national credit-by-examination program. The exams test students’ knowledge of undergraduate level content. Students are awarded course specific credit that can be used to fulfill general education requirements or meet pre-requisite requirements for upper level classes.
once successfully passing an exam. Students cannot receive credit from a CLEP exam for a course in which credits have already been awarded.

CLEP exams are administered by the ADP office. 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

Note: Credits received for the History of the United States 1 and 2 and the American Government exams can only be used for elective credits. These 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 ACE guide recommendation to award credit for those courses equivalent to courses offered at JMU in which the student has earned a grade of "C" or better.

Transfer Credit
Credits earned from a regionally accredited institution may be applied toward the BIS degree if they meet the requirements, but are subject to the program’s approval. 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 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.

Graduation

Application for Graduation
Students will need to contact the ADP office during the semester before they plan to graduate to request a graduation application packet. Completed graduation applications must be returned to the ADP office by the following deadlines:

- May Commencement: January 30
- August Completion: May 30
- December Commencement: September 30

Note: ADP has different deadlines and processes from what is stated on the application itself.

Return completed graduation applications to:

Ice House
127 West Bruce Street
Harrisonburg, VA
540-568-4253

or e-mail to: adp@jmu.edu

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, cap and gown ordering, and parking information is available here: http://www.jmu.edu/commencement/.

Scholarships and Awards

Scholarships
Three distinct scholarships are awarded each spring for ADP students to further support their education. Each scholarship is conferred based on criteria which reflect the values and aspirations of the donor or founder of the award:

- Cecil D. Bradfield Lifelong Learning Institute Scholarship criteria: admitted to ADP, good academic standing, cumulative GPA of 2.75 or higher, and submit a personal statement.

- Elizabeth M. Finlayson Scholarship criteria: good academic standing, entering or current student in the BIS program, and submit a personal statement.
• Dwight M. Sours Scholarship criteria: demonstrate superior academic ability, completed a minimum of 20 graded credit hours at JMU at the time of application, a cumulative GPA of at least 2.25 for credits earned at JMU, a declared major of Individualized Study, and enrolled in an approved program of study.

**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.

**Resources**

**Technology Requirements**
At minimum, you will need the following technology skills:

- Word Processing: create, open, save, print, and edit documents using Office 365
- Ability to search, download, and install from the Internet
- Ability to use search engines to conduct research
- Ability to upload documents to Canvas
- Ability to send and receive e-mails 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

For the recommended minimum computer configurations for PC and Macintosh, visit: [https://www.jmu.edu/online/resources/online-technology-requirements.shtml](https://www.jmu.edu/online/resources/online-technology-requirements.shtml).

**JMU Student Account Set Up**
Your JMU e-ID (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 e-ID and password are used to access your student email, MyMadison, Canvas, the JMU Official Wireless Network, and other important JMU services.

If you are a new student, you should receive an activation link at the e-mail address provided on your application for admission from noreply@jmu.edu. For assistance, visit: [http://www.jmu.edu/computing/accounts/](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](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, e-mail, and phone numbers.
JMU Student E-mail Account Set Up
Dukes Office 365 is the comprehensive e-mail communication system for all students. Your Dukes e-mail 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: http://www.jmu.edu/computing/helpdesk/studentemail/.

To set up e-mail forwarding to a personal e-mail account, visit: http://www.jmu.edu/computing/helpdesk/selfhelp/DukesEmail.shtml.

JMU employees 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 e-mail accounts in one place by forwarding their Dukes e-mails for delivery into their employee account. For instructions, visit: http://www.jmu.edu/computing/helpdesk/selfhelp/DukesEmail.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.

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, visit: http://www.jmu.edu/computing/software/microsoft.shtml.

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 more information, see: http://www.jmu.edu/computing/sharepoint/DukesOneDrive.shtml.

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.

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. Details are provided at: http://www.jmu.edu/computing/network/.

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/.
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/

Technology-Related Training: http://www.jmu.edu/computing/mockup/traininglanding.shtml


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. http://sites.jmu.edu/citsupport/

Registering for Classes
The course listings for each semester is located online. Please follow the instructions below:

2. Scroll down the page and 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.

5. Follow the tutorials to complete the registration process at: http://isapps.jmu.edu/mymadison/.

Note: 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/.

Textbook Requirements
Textbook information can be found in MyMadison.

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

   ![Class Search Screenshot]

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.

   ![View Textbook Info Screenshot]
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.

Learning 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
The Office of Financial Aid and Scholarships helps qualified students secure a financial aid package designed to meet their financial needs. 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
Veteran’ 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 and careers. 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 are supplements of 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

Modules

Autism Spectrum Disorders
9 credits

The Autism Spectrum Disorders module was developed specifically for professionals working with and providing support for children and adults with Autism. This module is based on current research in the field of Autism studies and combines applied theory, ethics, and the application of research in various educational and support settings.

This is a valuable module if you are interested or currently employed in counseling, social work, speech pathology, various fields of therapy, teaching, or program management in any area that provides services to individuals on the Autism spectrum.

This module pairs well with the Professional and Workplace Communication and the Human Resource Development modules.

Requirements: Courses must be taken in the order listed.

EXED 416: Overview and Assessment of Autism Disorders. 3 credits. Offered fall.
This course is designed to provide an overview of the current issues involving working with children who have been identified as having an autism spectrum disorder. Areas covered in-depth will include learning characteristics, current research and factors involved with causation, assessment and diagnosis. We will discuss positive behavioral supports; social skills development; sensory processing, motor planning and sensory integration; and communication and language development as these will be covered in much greater depth in other courses. A range of institutional methodologies and techniques will be emphasized throughout the course.

EXED 417: Communication, Language, and Sensory Issues in ASD. 3 credits. Offered fall.
This course is designed to provide an in-depth study of the current issues involved in working with children who have been identified as having an autism spectrum disorder. We will discuss only briefly learning characteristics, current research and factors involved with causation, assessment and diagnosis, and positive behavioral supports to set the stage. The bulk of our time will be spent exploring social skills development; sensory processing, motor planning and sensory integration; and communication and language development. We will consider a range of institutional methodologies and techniques for providing instruction, support and generalization of skills in these areas.

EXED 418: Challenging Behaviors, Positive Behavioral Supports, Functional Behavioral Assessment and Behavior Intervention Plans. 3 credits. Offered spring.
This course is designed to provide an in-depth look at the behavioral challenges those with a disability in the autism spectrum might face and display. Areas addressed will include behavioral characteristics, current research and factors related to behavioral challenges in this population, positive behavioral supports, Functional Behavioral Plan Development, implementation and monitoring. We will cover data collection in relation to assessment and monitoring behaviors.
will review social skills development; sensory processing, motor planning and sensory integration; and communication and language development as these are covered in much greater depth in other courses. A range of institutional methodologies and techniques will be emphasized throughout the course.

**Business Technology**

15 credits

Master the basics of the computer systems that support businesses and watch your career thrive. This module introduces you to database design and analysis, web systems development, and computer systems security issues and solutions.

This module pairs well with the Human Resource Development and Entrepreneurship modules.

*Requirements: CIS 204 or the equivalent is the prerequisite. Courses may be taken in any order after successful completion of the prerequisite.*

**CIS 204: Computer Information Systems for Non-Business Majors.** 3 credits. Offered fall.
An introduction to computer-based information systems. Emphasis is placed on the role of computers in business and society, computer hardware and software, design and implementation of information systems, computer ethics, and collaboration using computers. Students will design and create databases. Not open to business majors or minors.

**CIS 311: Analyzing Data in Organizations.** 3 credits. Offered summer.
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.

**CIS 312: Systems Planning and Analysis.** 3 credits. Offered summer.
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.

**CIS 498: Special Topics – Network Security.** 3 credits. Offered spring.
This course provides students with a technical grounding in network attack concepts and technologies that are critical to defensive practices, including, but not limited to, penetration testing environments, online threats, and data security. Using hands-on labs and real world exercises, the course examines popular hacking tools such as key logger and phishing attack, evaluates cyber security context, and analyzes incident response solutions. Due to the realness
and practicality of this course, students are able to relate acquired knowledge to daily activities. Leading research and industrial reports pointed out that the demand for IT security professionals has surged significantly in the past several years, making it imperative to keep our students across the Commonwealth abreast of such trends.

CIS 498: Special Topics – Designing Web Systems. 3 credits. Offered spring.
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.
Prerequisite: CIS 204 or equivalent knowledge (instructor permission is needed). Not open to CIS majors or minors.

Entrepreneurship
9 credits

The Entrepreneurship module is designed to introduce students to the knowledge, skills, and approach necessary for creating successful new ventures. Learn the basics of management functions and the formulation, financing, and operation of starting and maintaining a business.

This module pairs well with the Business Technology and Human Resource Development modules.

Requirements: Courses must be taken in the order listed.

MGT 305: Management and Organizational Behavior. 3 credits. Offered spring.
A 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 – Introduction to Entrepreneurship. 3 credits. Offered summer.
A survey of the field of entrepreneurship and entrepreneurs and their significance in the American free enterprise system. Emphasis will be on exploring the theoretical framework of the entrepreneurship process and the entrepreneurial personality.

MGT 405: Special Topics – Designing Your Business Venture. 3 credits. Offered summer.
The formulation, financing and operation of new ventures by individual entrepreneurs and entrepreneurial teams will be explored. The course will include a group term project designed to give the students clinical experience in the venture creation process.
Human Resource Development
15 credits

The Human Resource Development module places emphasis on the skills necessary 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.

This module pairs well with the Entrepreneurship and Business Technology modules.

Requirements: HRD 240 is the prerequisite for other classes in this module. Courses must be completed in the order listed.

HRD 240: Principles of Human Resource Development. 3 credits. Offered fall.
An introduction to the role and scope of human resource development with particular emphasis on required competencies for HRD professionals. Critical moral and ethical issues are introduced.

HRD 245: Leadership in Organizational Settings. 3 credits. Offered fall.
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.

LTLE 370: Instructional Technology. 3 credits. Offered spring.
This course covers 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 385: Foundations of Instructional Design. 3 credits. Offered spring.
The purpose of this course is to apply instructional theory to the creation of instructionally sound education programs and materials.

HRD 480: Learning in Adulthood. 3 credits. Offered summer.
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.
Professional and Workplace Communication

15 credits

The Professional and Workplace Communication module is designed to provide students with the principles and theories of communication processes necessary for effective communication in professional and organizational contexts. Students will gain knowledge of communication interactions, increase their awareness of diversity, and develop effective skills to explore conflict intervention and mediation in the workplace.

This module complements any course of study as it provides essential skills for careers in both the public and private sector.

Requirements: COMM 121, 122, or 123 is the prerequisite for all courses in this module. Courses may be taken in any order after successful completion of the prerequisite.

SCOM 245: Signs, Symbols, and Social Interaction. 3 credits. Offered fall.
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 248: Intercultural Communication. 3 credits. Offered spring.
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.

SCOM 334: Alternative Dispute Mediation. 3 credits. Offered fall.
Study of conflict resolution processes including mediation, arbitration and negotiation.

SCOM 350: Organizational Communication. 3 credits. Offered summer.
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 experiential learning project.

SCOM 358: Business and Professional Communication Studies. 3 credits. Offered summer.
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.
Additional 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.

**AMST 200: Introduction to American Studies.** 3 credits. Offered fall.
Fulfills 3 credits toward the Humanities general education 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.

**ART 200: Art in General Culture.** 3 credits. Offered fall and spring.
Fulfills 3 credits toward the Humanities general education 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.

**HIST 225: U.S. History.** 4 credits. Offered fall and spring.
Fulfills the US History general education 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.

**IS 200: Individualized Studies Major Program Development.** 3 credits. Offered fall, spring, and summer.

*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 206E: Prior Learning Experience: Research and Writing the Portfolio. 3 credits. Offered fall and spring.

**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.

IS 498: Individualized Study Project. 3-6 credits. Offered fall, spring, and summer. Fulfills 3 credits toward major requirements. An in-depth study of an interdisciplinary topic directly related to the student’s area of concentration.

ISCI 101: Physics, Chemistry, and the Human Experience. 3 credits. Offered fall, spring, and summer.

**Fulfills 3 credits toward the Natural Science general education 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. Prerequisite: MATH 103, 107, 205, 220, 231, 235, or the transfer equivalent.

PSYC 160: Life Span Human Development. 3 credits. Offered fall, spring, and summer. Fulfills 3 credits toward the Social and Behavioral Science general education requirement. An introduction to human development. Emphasis is on life span processes within physical, emotional, cognitive, psychosexual, social, personality and moral development.
Appendix B
Senior Capstone Project

Senior Capstone Project Defined
All Individualized Studies majors must plan and carry out an independent study project with the guidance of a faculty mentor. The project is an opportunity for students to conduct research or engage in a creative endeavor to showcase interdisciplinary knowledge of their concentration. Projects are expected to include a tangible product as well as a presentation. The term capstone is used intentionally because it represents more than the research completed to support the project. The capstone draws from a student’s personal and professional development to include reflection, analysis, synthesis, and conclusion.

The JMU Honors Program invites students with a 3.50 cumulative GPA or higher to complete an Honors Capstone Project through the Track III program. Students completing this project with a grade of B or better will have the indication of graduation With Distinction in BIS placed on both their diploma and transcript, and the Honors College will provide a medallion to wear at graduation.

Course Registration
Most students register for IS 498: BIS Senior Research Project, a one-semester 3-credit course. Students accepted into the Honors Program register for IS 499: BIS Senior Honors Research Project, a two-semester 6-credit course.

Project Components
1. Proposal (25%)
2. Final (50%)
3. Symposium (25%)

Project Faculty Advisor and Reviewers
The project is guided by a faculty advisor and assessed by one reviewer. An external reviewer is also required if the project involves a business or community partner outside of JMU.

Project Faculty Advisor: The project advisor must be a faculty member in the academic unit of the student’s concentration or a closely related academic unit. The advisor will help with the project proposal and establish the criteria to evaluate the project. Students must secure the agreement of a faculty member to serve as their advisor by having them complete and sign a Memorandum of Understanding (MOU).

Reviewer: In most cases, the reviewer will also be faculty in the same academic unit. With the approval of the advisor, the reviewer may be from another academic unit or a practitioner with specific expertise in the subject matter.
External Reviewer: Many students elect to pursue projects that involve businesses, civic organizations, or other community groups. If the project is being completed for a business or other group outside of JMU, the student must also identify an external reviewer from this business or other organization for the project.

Memorandum of Understanding (MOU)
A Memorandum of Understanding (MOU) serves as the initial agreement between the student and the advisor. The MOU briefly describes the project idea and establishes a commitment from both the student and advisor to collaborate on a mutually agreed upon project. The MOU is submitted as part of the project proposal.

The MOU is a binding agreement, but there are certain conditions under which it can be terminated. The advisor can opt out of the agreement if they deem that the student is not fulfilling the agreement. Students may also terminate the MOU through the following process: (1) discuss with the advisor the reason why the conditions of the MOU cannot be fulfilled; (2) if a resolution cannot be made with the advisor, the student must obtain the advisor’s approval to pursue a different project with another advisor; (3) a new MOU must be executed delineating the new project and new advisor.

Project Categories
Students may select from one of three categories: (1) research project; (2) product/process project; or (3) community partner signature project.

Research Project- A formal inquiry involving academic research and discovery in which a student demonstrates proficiency in conducting research and academic writing. The final paper must conform to MLA or APA standards as defined by the faculty advisor.

Product/Process Project- A tangible creation designed by a student to demonstrate mastery of knowledge and skills. Examples include:

- Play or skit
- Collection of short stories or essays
- Picture book or children’s novel
- Training manual or workshop
- Short video or animated film
- Business or marketing plan
- Website

Community Partner Signature Project- A partnership between a student and a business, community or non-profit organization to address an identified need.

Project Proposal
A 2-4 page proposal for the project must be submitted to the BIS Academic Unit Head for final approval by the appropriate deadline. The goal is to create a successful proposal that is clearly
defined, manageable, and appropriate to the student’s concentration. The proposal is worth 25% of the grade.

**Proposal Outline:**

**Title Page**
- Project Title
- Date
- Student’s Name
- Project Faculty Advisor’s Name and Signature
- Project Reviewer’s Name(s) and Signature(s)

**Introduction**
The Introduction identifies and describes the project. The Introduction also describes the methods that will be utilized to complete the project.

**Learning Objectives**
The objectives clearly define how the project fits as a capstone learning experience within the student’s concentration.

**Project Schedule**
The schedule should provide a clear timeline with deliverables such as deadlines and advising appointments.

**References**
Any source that is not student-generated, including quotes or a fact or idea, must be cited. The References page should include a complete list of the scholarly sources, materials, organizations, or other resources cited in the proposal.

**MOU**
The completed and signed MOU between the faculty advisor and student must be attached.

**Project Approval**
The proposal is considered to be complete when all appropriate signatures have been obtained. First, the proposal must be signed by the student, faculty advisor, and all reviewers. The proposal is then submitted to the BIS Academic Unit Head for final approval by the designated deadline. Notification of the approval decision will be sent by e-mail to the student, faculty advisor, and all reviewers.

**Project Changes**
If any changes are made to the proposal such as the project advisor or reviewer(s) or topic/content of the project, the student must submit a revised proposal including the MOU, complete with ALL signatures to confirm their approval of the revision.
Project Final
The project must have two final products, the project and a paper. The final is worth 50% of the grade.

Project
An artifact of professional quality or documentation of the project to serve as a resource.

Paper Outline*

Title Page
   Project Title
   Date
   Student’s Name
   Project Faculty Advisor’s Name
   Project Reviewer’s Name(s)

Abstract
A brief summary of the project description and conclusion.

Introduction
Introduces the project and presents the student’s interest in the project topic, including compelling reasons for selecting the topic and expectations for learning outcomes.

Project Description
Provides a detailed description of the project including the context, intended audience, framework used to complete the project, and when the project was completed.

Conclusion
Highlights what was learned throughout the project, how the project connected to the student’s concentration and educational and career goals, and any limitations experienced throughout the project.

*Note: This outline should be followed for Product/Process Projects and Community Partner Signature Projects. Research Projects should follow the MLA or APA standards as defined by the faculty advisor.

Symposium
The symposium showcases capstone projects and provides students an opportunity to present and discuss their work among peers, faculty advisors, and reviewers. Interested faculty, staff, community members, and family are invited to attend this important event.
The symposium is a required part of the Senior Capstone Project and worth 25% of the grade. Exceptions include the following:

1. Distance from campus is 50 miles or more one-way  
2. Scheduling conflict with employer  
3. Serious illness or hospitalization of the student or immediate family

Students with approved exceptions will present using WebEx, a video and web conferencing program. Detailed instructions for this presentation mode will be provided once the approval has been granted.

**Deadlines**

<table>
<thead>
<tr>
<th>Summer 2018</th>
<th>Fall Semester 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Due</td>
<td>4-13-18</td>
</tr>
<tr>
<td>Poster Due</td>
<td>7-16-18</td>
</tr>
<tr>
<td>Symposium</td>
<td>7-12-18</td>
</tr>
<tr>
<td>Proposal Due</td>
<td>4-13-18</td>
</tr>
<tr>
<td>Poster Due</td>
<td>11-29-18</td>
</tr>
<tr>
<td>Symposium</td>
<td>12-6-18</td>
</tr>
</tbody>
</table>
Memorandum of Understanding
IS 498 Senior Capstone Project

Purpose
This agreement details the terms and expectations between the faculty mentor and student in creating an independent study project.

Faculty Mentor: ________________________________
Academic Unit: _______________________________
E-mail: ______________________________________

Student: ______________________________________
Concentration: _________________________________
E-mail: ______________________________________

Reviewer: _____________________________
Academic Unit: _______________________________
E-mail: ______________________________________

External Reviewer: ___________________________
Organization: _________________________________
E-mail: ______________________________________

Terms
The project will be completed during the __________________ semester.

Deadline | Date
--- | ---

Frequency of Communication:

______________________________

Category
_____ Research Project
_____ Product/Process Project
_____ Community Partner Signature Project
Project Summary

Insert brief project description here.

Termination
The advisor can opt out of this agreement if they deem the student is not fulfilling the agreement.

Students may terminate this agreement through the following process:

1. Discuss with the advisor the reason why the conditions of the MOU cannot be fulfilled.

2. If a resolution cannot be made, the student must obtain the advisor’s approval to pursue a different project with another advisor.

3. A new MOU must be executed delineating the new project and new advisor.

Acknowledgement
My signature indicates that I have read and fully understand my responsibility in this project. Complete details for the BIS Senior Capstone Research Project are located within the Adult Degree Program Handbook.

Faculty Signature: Date:
_________________________________________________________________________

Student Signature: Date:
_________________________________________________________________________

Reviewer Signature: Date:
_________________________________________________________________________

External Reviewer Signature: (if applicable) Date:
_________________________________________________________________________
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 is not transferable to a traditional degree program.

Eligibility
Students must meet the following criteria to submit a PLA:

1. Be currently enrolled in ADP
2. Have availability within the academic program plan for PLA credits
3. Successful completion of IS 206E Researching, Writing, and Assessment of 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)

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

Administrative Standards for PLA (adopted from CAEL)

1. Transcript entry for credit awards clearly distinguishes the learning to avoid credit twice for the same learning.
2. Policies, procedures, and criteria for assessment and decision appeals is clearly defined.
3. Fees for assessment are based upon the services provided for the process and not the number of credits.
4. All personnel involved in the assessment process are adequately trained.
5. Assessment processes are regularly monitored, reviewed, and revised if necessary in order to meet the needs of those being served.

Additional Standards for PLA

1. Courses petitioned through PLA may not duplicate transfer credit or any other coursework completed to fulfill degree requirements.
2. 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.
3. 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.

Portfolio Submission Schedule

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Review</td>
<td>September 1</td>
<td>Pre-Review</td>
<td>Pre-Review</td>
</tr>
<tr>
<td>Review</td>
<td>October 1</td>
<td>Review</td>
<td>Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>February 1</td>
<td>April 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March 1</td>
<td>May 1</td>
</tr>
</tbody>
</table>

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 (see page 6). 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
Resume
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) the student is seeking credit, the course description(s), and the student’s academic and professional goals.

Resume
The resume is current and highlights detailed responsibilities and accomplishments that supports progression of prior learning within a sequential time line.

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 is 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:

- 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 so 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

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

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: ____________________________
## Appendix D
### CLEP Exams

<table>
<thead>
<tr>
<th>CLEP Examinations</th>
<th>JMU Minimum Scores</th>
<th>JMU Equivalent Courses</th>
<th>Credit Hours Received</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composition &amp; Literature:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Literature</td>
<td>50</td>
<td>GENG 248</td>
<td>3</td>
</tr>
<tr>
<td>Analyzing &amp; Interpreting Literature</td>
<td>50</td>
<td>ENG 000</td>
<td>3</td>
</tr>
<tr>
<td>Freshman College Composition</td>
<td>50</td>
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*Indicates that credit is awarded as Elective credit but not General Education Credit

ACE Recommendation Changes Effective July 1, 2016.