College of Education

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Mission Statement

The mission of the James Madison University College of Education is to prepare educated and enlightened individuals who can skillfully contribute to the common good of society and who can enter competently into positions of teaching and educational leadership, civic responsibility, and national service. The personal and professional development of students is accomplished by emphasizing excellence and continuous innovation in quality undergraduate, graduate and professional programs. James Madison University’s College of Education is distinguished through faculty and student achievements, academic rigor, excellence in teaching, student and faculty interactions and relationships, technological innovations, and national recognitions. The college maintains relevance through active and growing interactions with other colleges within the university and with local, state, regional, national and international communities. The college is committed to providing:

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

The college is organized into five departments:

- Department of Early, Elementary and Reading
- Department of Exceptional Education
- Department of Learning, Technology and Leadership
- Department of Middle, Secondary and Math
- Department of Military Science.

Programs and Licensure

The College of Education does not offer majors. Individuals wishing to become licensed teachers in early, elementary, special or middle education major in Interdisciplinary Liberal Studies (IDLS) and complete a pre-professional licensure program specific to the teaching license pursued.

The IDLS major is assigned two advisers. One adviser is the adviser for the education pre-professional licensure program who will guide the student through the licensure program requirements. The other adviser is the IDLS adviser who will guide the student through the IDLS major requirements. Students should plan on consulting both advisers regularly. Typically, the education adviser is assigned when the student meets with the head of his or her licensure program and elects the licensure program. This may be as early as the first semester of the first year. The IDLS adviser is assigned when the first year student advising folders are transferred to the IDLS office (second semester, first year). Students are required to check with advisers regularly to ensure timely graduation.

Individuals seeking licensure in secondary education major in the discipline in which they wish to become licensed. See the specific major requirements in the individual colleges holding the major.

The College of Education offers undergraduate minors across a range of concentrations in both teaching and non-teaching areas. To become a licensed teacher, students complete a major in one of several approved fields of study, depending upon the type of teaching license pursued, in addition to a pre-professional licensing program. Other minors are available that are not pre-professional teaching programs. The College of Education offers the following pre-professional licensure programs.

- Early Childhood Education
- Elementary Education
- Middle Education
- Secondary Education
- Special Education

The College of Education offers the following undergraduate minors.

- Educational Media
- Human Resource Development
- Military Leadership
- Special Education (non-teaching minor option)

The following endorsements are also available:

- Algebra I
- English as a Second Language
- Gifted and Talented
- Journalism
- Theatre

Undergraduate students pursuing licensure to teach through one of the five year M.A.T. or M.Ed. programs described in this catalog should:

- take the Graduate Record Examination and/or meet other requirements indicated by the respective program prior to submitting an application to The Graduate School;
- be fully admitted to teacher education before applying to The Graduate School;
- apply for admission to The Graduate School according to departmental deadlines; and
- complete all pre-professional studies requirements before enrolling in graduate courses in education.

See the JMU Graduate Catalog for more information on the requirements for the M.A.T. and the M.Ed. degrees and for teacher licensure in the identified areas.

http://www.jmu.edu/catalog/08
Professional Education Unit
Dr. Phillip Wishon, Head

The mission of the James Madison University professional education unit is to prepare caring, knowledgeable, skilled and reflective educators who believe that all students can learn and succeed. Our candidates and faculty are committed to lifelong learning and aspire to meet educational needs in a changing, pluralistic and democratic society. The personal and professional development of candidates is accomplished by emphasizing excellence and continuous innovation in quality undergraduate, graduate and professional programs.

The Professional Education Unit is comprised of all programs across the university designed to lead to licensure or advanced study in education. The programs of the unit include the following:

- Art Education
- Early Childhood Education
- Educational Leadership
- Elementary Education
- Middle School Education
- Music Education
- Physical and Health Education
- Reading Education
- School Counseling
- School Psychology
- Secondary Education
- Special Education
- Speech-Language Pathology

Professional Education Coordinating Council
The Professional Education Coordinating Council (PECC) is the official governing body within the university responsible for the preparation of teachers and other school personnel. The membership of the PECC includes the coordinators or representatives of all initial licensure and advanced study programs in education and the directors of the Education Support Center and the Educational Technology and Media Center. The Dean of the College of Education serves ex officio as head of the Professional Education Unit. The Associate Dean for Academic Programs serves as the chair of PECC.

Teacher Education Conceptual Framework
The JMU conceptual framework is a guiding set of principles, beliefs, and concepts that provide a basis for designing, implementing, monitoring, assessing, and changing programs that prepare teachers and other educators who work closely with children and others in school settings. The overarching purpose, therefore, is to produce resilient, effective educational professionals for a dynamic and changing society.

The JMU Conceptual Framework is grounded in the best of what we know about learning, teaching, and development, and is further based on a moral mission; that is, the work of teachers affects the lives of human beings. In a human sense, it makes a difference in people’s lives; in a larger sense, education contributes to societal development and democracy.

The conceptual framework reflects our recognition that teaching is a complex and difficult task, requiring a significant degree of education, training, and experiences in order to meet the learning needs of all children, regardless of age, culture, condition or ability.

The programs at JMU rely on collaborative partnerships with schools and other community agencies, strong field-based teacher development, a continuum of skills development and reflective professional practice.

Program completers, therefore, should be skilled and adept in a set of competencies that are based on the propositions found in the Conceptual Framework. Those competencies include demonstrating:

- Certain personal qualities and dispositions reflective of a professional educator.
- Deep understanding of the content to be taught and ways to effectively teach the content.
- An understanding of the impact of research on learning and development and how culture influences development.
- An understanding of how students differ in approaches to learning and creating instructional opportunities for diverse learners.
- Skill in effective planning for learning.
- Skill in a wide variety of instructional strategies and technologies.
- Skill at creating positive, effective learning environments.
- The use of effective verbal, non-verbal, and media techniques that foster inquiry, collaboration, and positive interactions.
- Skill in a variety of effective assessment techniques.
- The ability to reflect on practice, adjust teaching methods and techniques, and seek professional growth.
- Skill in developing positive relationships with parents, colleagues and families.

Licensure Programs
Students interested in teacher licensure will major in an academic field and complete all of the requirements for the teacher education program. Depending on the field of study, initial licensure is earned at the bachelor or master’s level. The following chart describes the licensure areas, degree required, major field of study and academic unit.
Licensure Area | Degree Required | Major Field of Study | Academic Unit
--- | --- | --- | ---
Art Education, PreK-12 | Bachelor's | Art | School of Art and Art History
Music Education, PreK-12 | Bachelor's | Music | School of Music
Physical/Health Education, PreK-12 | Master's | Kinesiology | Department of Kinesiology
Early Childhood Education, PreK-3 | Bachelor's | IDLS | Department of Early, Elementary and Reading Education
Elementary Education, PreK-6 | Master's | IDLS | Department of Middle, Secondary and Math Education
Middle Level Education, 6-8 | Master's | IDLS | Department of Middle, Secondary and Math Education
Secondary Education, 6-12 | Master's | Content major | Department of Middle, Secondary and Math Education
Special Education K-12; ECSE | Master's | IDLS | Department of Exceptional Education
ESL (add-on licensure) | Bachelor's | | |
Gifted Education (add-on licensure) | Master's | | |

2. IDLS is the recommended major

Students who do not plan to enroll in the teacher education program but wish to take an upper-division education course must obtain permission from the appropriate program coordinator and be cleared to register by the Education Support Center.

**Admission Criteria**

To be admitted to teacher education, all candidates must:

- Be enrolled in an appropriate undergraduate major at JMU or already possess a baccalaureate degree.
- Declare the pre-professional licensure program in teacher education.
- Demonstrate strong professional scholarship.
- Have an overall grade point average of at least 2.5.
- Obtain a grade of “C” or better in
  - GWRT 103, Critical Reading and Writing, or the equivalent.
  - a college-level mathematics course
  - PSYC 160, Life Span Human Development, or the equivalent.
- Demonstrate evidence of potential or demonstrated leadership with peers and children.
- Demonstrate the interpersonal skills necessary for successful classroom, collegial, and school-community interaction.
- Possess the physical and mental health for the tasks to be performed. (Requests for reasonable accommodation as defined by ADA may be directed to the Office of Disability Services. Numerous other resources, including the Speech and Hearing Center, can also provide services.)
- Complete training in standard (universal) precautions through an approved health course, training organized by the Health Center, or the equivalent.
- Fulfill the assessment of basic skills requirement as determined by the Virginia Board of Education. (Achieve minimum scores on Praxis 1, SAT or ACT.)
- Be of good moral character and free of conditions outlined in Part IV of the Licensure Regulations for School Personnel (1998). This includes no prior convictions for felonies or misdemeanors involving children or drugs.
- Complete training in recognizing and reporting cases of suspected child abuse.
- Meet any additional admission and retention requirements established by individual academic departments or schools. (Check with the respective departments or schools for these requirements.)

1. Cost of required tests for teachers (i.e., Praxis) are determined by Educational Testing Services (ETS) and the Commonwealth of Virginia.

**Education Support Center**

**Dr. Joy Moody, Director**

The Education Support Center has four major responsibilities:

- Serving as an information clearinghouse for professional education programs for teachers and other school personnel.
- Monitoring admission to, and retention in, the professional education program.
- Coordinating field experiences.
- Preparing applications for Virginia Licensure.

Information, forms, and application materials for admission to teacher education, appeals, registration for PRAXIS exams, student teaching and licensure are available from this office and the Education Support Center Web site.

**Admission to Teacher Education**

Candidates who want to pursue a course of study leading to the initial Virginia teaching license must be fully admitted to the teacher education program. Full admission is a prerequisite to most education courses; candidates not admitted to teacher education will be blocked from registering for those courses.

**Application Procedure**

- Obtain the appropriate forms from the Education Support Center.
- Complete the application form (AR-1) and return it to the Education Support Center.
- Acquire access rights to Tk20 (electronic data management system). Cost is $100-$120.

http://www.jmu.edu/catalog/08
Complete the applicant portion of two reference forms (AR-2). Ask two teachers, sponsors, employers, or administrators who can attest to the applicant’s fitness and competency in working with school-aged children to complete the recommendation portion of the forms. (Persons completing these forms should return them directly to the Education Support Center.)

Submit assessment of basic skills (Praxis I, SAT or ACT) scores.

After processing the completed application, the Education Support Center will notify the applicant whether or not all criteria for admission have been met and will explain the specific reasons if the applicant is not admitted. Post-baccalaureate applicants will be evaluated on an individual basis.

Application Deadlines

- Undergraduate candidates should apply by March of their sophomore year.
- Transfer, post-baccalaureate, and graduate candidates should apply during the first term of enrollment at JMU.

Continuing Enrollment and Readmission to Teacher Education

Candidates (students who have been admitted to teacher education) must continue to meet the unit criteria established for admission to the program, including maintaining a 2.5 grade point average. Candidates who fail to meet the teacher education and licensure program admissions and retention criteria on a continuing basis will be dismissed from teacher education. The program-specific criteria for each licensure program may be found in the catalog section for that program. Candidates also must meet all program requirements for continuation as specified in the program assessment plans. Program faculty members have identified a series of “gates” and specific assessments to be applied at those gates to determine if candidates qualify for continuation in the program. The gates are checkpoints in each program where candidates’ progress, performances or skills, and professional behaviors are assessed to determine if they meet the minimum requirements for continuation in the program. One requirement for satisfactory completion of specific undergraduate courses is that candidates earn at least a grade of “C-” or better in each of those courses. Individual programs may set a higher standard and candidates should consult the program sections of the catalog for clarification. Candidates completing a licensure program that includes a graduate component, such as the Master of Arts in Teaching (M.A.T.), should consult the graduate catalog for clarification. Candidates completing these forms should return them directly to the Education Support Center.

The request for review will be routed through the faculty of the respective licensure program. Candidates who become eligible for readmission after dismissal and wish to be readmitted must follow the application procedures outlined above. They must also be recommended for readmission by their adviser and the program coordinator.

Procedures for Appealing Admissions and Retention Decisions

The Student Support and Advisement Committee is a standing committee comprised of faculty representatives of the Professional Education Unit. One responsibility of the committee is to hear and rule on appeals concerning admissions and retention decisions. Candidates may file appeals concerning admissions and retention decisions by:

- completing a written appeal, including the Student Appeal to the Student Support and Advisement Committee (AR-3) form. The adviser’s signature and recommendation are required on the AR-3 form before the appeal will be considered.
- submitting the written appeal to the Chair of the Student Support and Advisement Committee.
- meeting with the committee to present and support the request and answer questions.

Decisions of the Student Support and Advisement Committee may be appealed to the head of the professional education unit (Dean of the College of Education).

Field Experiences

Field experiences (including practica and internships) are required for candidates in most programs of the professional education unit. The number and nature of these experiences may differ based on program structure and candidates’ individual needs and/or goals. Transportation and other arrangements for the practicum and internship courses/experiences will be the candidate’s responsibility.

Student Teaching

Student teaching is required as an integral part of the sequence of professional experiences in all teacher education programs. Its purpose is to enable pre-service teachers to apply acquired skills, understandings and attitudes in K-12 classrooms or comprehensive child development programs. Each individual licensure program determines the length of its particular student teaching experience.

The Education Support Center coordinates the student teaching program with participating school divisions, assigning all candidates to their student teaching sites and assisting in the planning and supervision of their work. Experienced teachers serve as cooperating teachers who coach and mentor the student teachers in their classrooms. University supervisors have the major responsibility for the supervision and evaluation of student teachers. Student teaching is graded on a credit/no-credit basis.
Candidates must student teach in the area for which they are seeking licensure or endorsement. A candidate seeking endorsement in more than one general area must complete a student teaching experience in each area.

Student teaching placements are made in accredited Virginia public and private schools, programs, and agencies. Most placements are made within approximately one hour’s driving distance from campus. Some programs also place students in northern Virginia, Richmond and/or Tidewater. Other local and non-local placement sites may be assigned in accordance with individual program and/or student needs. All placements are based on availability and efficiency of appropriate supervision. Student teaching is a full-time experience. Permission to take additional course work will be made only in exceptional cases. Student teachers should not expect to work or participate in excessive extracurricular activities during student teaching. Students with problems and/or special needs must contact the Director of the Education Support Center for prior approval.

Student Teaching Criteria
To be approved for student teaching, all candidates must:

- meet all stated requirements for admission to teacher education.
- submit a student teaching application.
- have an overall 2.5 GPA.
- make Virginia’s required Praxis I, ACT and SAT minimum scores.
- successfully complete all prerequisite courses for student teaching.
- be recommended for student teaching by their licensure program.
- meet any additional admission and retention standards of their academic department or school.
- be free from exposure to communicable tuberculosis.

Application Procedure

- Obtain a student teaching application packet from the Education Support Center Web site.
- Complete the packet (ST-1, ST-1S, resume and cover letter) and return it to the Education Support Center by the stated deadline. Make appropriate revisions as requested.
- Submit documentation that Virginia’s required minimum Praxis I, ACT and SAT composite scores have been made. (Check with the Education Support Center for current required passing scores.)
- Provide evidence of freedom from exposure to tuberculosis. The Education Support Center will process the completed application and notify the candidate whether or not all student teaching criteria have been met. The Director of the Education Support Center will explain the specific reasons if the candidate is not approved for student teaching.

Application Deadlines

Student teaching applications are accepted during the fall semester for the next academic year. It is the student’s responsibility to be aware of all application requirements and deadlines.

Teacher Education Licensure

Candidates should apply for a Virginia teaching license upon completion of a teacher education program; this license is not issued automatically. Virginia licensure requirements include the Virginia Communication and Literacy Assessment for all licensure areas and the Praxis II Specialty Area Tests for most licensure areas. Virginia also requires the Virginia Reading Assessment for selected programs.

Licensure Criteria

A statement indicating completion of an approved teacher education program will be entered on the candidate’s transcript once:

- all education requirements have been met, including a cumulative 2.5 GPA,
- a degree in a liberal arts and sciences area or an approved education area is awarded, and
- passing scores on all state mandated assessments are achieved.

Application Procedure

- Obtain an application for Virginia licensure from the Education Support Center Web site or the Virginia Department of Education Web site
- Submit the completed application, copies of all required assessment score reports, a transcript of any course work not listed on the JMU transcript, and the appropriate fee payment to the Education Support Center.

The Education Support Center will review and approve the licensure application, and then forward it on to the Virginia Department of Education for processing.

Out-of-State Licensure

It is recommended that candidates applying for out-of-state licenses first obtain the Virginia license. Out-of-state licensure requirements and application forms must be obtained directly from the desired state agencies. The Education Support Center can provide contact information for these agencies. Note: Other states may have additional testing and GPA requirements that the applicant must meet.

Program Coordinators and Advisers in Education

Students are responsible for obtaining the information concerning the programs in education and the requirements for enrolling in and completing those programs. Students are responsible for contacting their education advisers frequently and periodically to make sure they are aware of changes in education programs and/or licensure requirements that may not correspond with a particular university catalog. It is also crucial that the student be advised by the adviser in their major (i.e., IDLS, mathematics, English, etc.) to ensure accurate information regarding course work requirements in their major.
Educational Technology and Media Center
Dr. Richard G. Clemens, Director

The primary goal of the Educational Technology and Media Center (ETMC) is the facilitation of learning, and particularly of learning through the application of technology. This goal is achieved through instruction and promotion of educational technologies that are available within the center.

The materials laboratory houses more than 8,000 items of representative textbooks, videotapes, microcomputer software, sound slide/films program and instructional kits. Students from departments within the College of Education broaden their experiences by using a variety of interactive tutorials to learn course content outside their classroom experiences.

Computers are found throughout the facility allowing students to work with computer assisted instruction, Web page creation, word processing, digital images, analog and digital video, page layout, data analysis and the creation of multi-media computer presentations. These presentations can then be taken into the different multimedia presentation classrooms located around the university. The growing capabilities in instructional technology are evident in this center where interactive video conferencing, video-streaming of the Web, and other newly emerging technologies are expanding the potentials for learning in multiple environments.

For those desiring licensure in Virginia’s schools, the center provides opportunities to learn and use many forms of instructional technology. A variety of activities are available including individualized tutorials to open-ended “hands-on” exploration of various electronic technologies for learning. The center has a range of production facilities including traditional media, audio and video editing areas and digital technologies that enable faculty members and students to produce various types of instructional materials. Users of the ETMC may also check out 35mm cameras, digital cameras, audio recorders and portable video recording equipment.