

Department of Early, Elementary and Reading Education

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Early Childhood Education

The early childhood education four year program is being phased out. Please contact the department head for more information.

Inclusive Early Childhood Education

Birth - Age Five

The inclusive early childhood program draws heavily from research and theories in child development, family systems, special education, differentiated teaching and learning. Through course work and extensive field experiences, the teacher candidate is prepared to design activities that have an interdisciplinary focus, reflect an understanding of the individual child's development and learning, recognize the importance of family and developmental influences, support the young child in constructing knowledge about self and the world, and involve parents in supporting the child's growth and development.

The JMU program prepares teachers for endorsements in Early Childhood Special Education, birth to five, and Early Childhood Education, PreK-3. The program is based on the following three assumptions:

- Early childhood educators must have a strong liberal education.
- Early childhood educators should possess a broad range of knowledge that provides a context for understanding individual behavior, family and environmental influences and major social issues in a modern democratic and technological society.
- Early childhood educators must have professional preparation that develops critical thinking and problem-solving skills to become educational decision makers who consciously choose appropriate curriculum based on an understanding of how children develop and learn.

The courses in the Inclusive Early Childhood Education program are sequentially organized throughout four undergraduate and three graduate semesters to help candidates develop an understanding of how children learn and interact in learning environments as well as familiarity with methods and materials appropriate for teaching and working in a collaborative way with families and other professionals. Field experiences are provided along with course work to enable candidates to apply their knowledge in a variety of family and learning settings. Candidates must be accepted in teacher education and have passed Praxis I to begin upper level IECE course work.

Assessment occurs each semester and performance will be reviewed at each assessment gate. Candidates must demonstrate satisfactory performance before moving on to the next semester. Satisfactory performance includes a 2.5 GPA or better in IECE course work, demonstration of professional behaviors, acceptable performance in practica and on key assessments.

To be recommended for licensure in ECSE and PreK-3, candidates must satisfy the following requirements:

- complete the General Education and degree requirements of the university.
- complete a major in IDLS.
- meet all admission and retention requirements for teacher education and the IECE program.
- complete the 49 credit hour pre-professional program with an overall 2.75 GPA
- be admitted to graduate school
- complete the 30 hour graduate program including student teaching

Candidates in this program must meet with the designated person in the Department of Early, Elementary and Reading Education or Exceptional Education, declare the pre-professional licensure program in inclusive early childhood education, be assigned a date to start the program, and be assigned an adviser in inclusive early childhood education in addition to their first year or major adviser. A limited number of candidates can start the program each semester; therefore, candidates should meet with the department head during their first semester of enrollment at JMU.

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.

Degree and Major Requirements

General Education requirements ¹	41
Interdisciplinary Liberal Studies Major	37
Inclusive Early Childhood Licensure Pre-professional Course Work	49
Graduate Degree Course Work	30

¹ The General Education program contains a set of requirements each student must fulfill. The number of credit hours necessary to fulfill these requirements may vary.

For a listing of course work required for the IECE program, refer to the Web site at www.jmu.edu/coe/eere/IEC.shtml.

Elementary Education

PreKindergarten Through Sixth Grade Master's Level Licensure Program

The Elementary Education Master of Arts in Teaching Program prepares candidates to teach students in grades PreK-6. Drawn from research and theories in child development, teaching, and learning, the course work and field experiences prepare teacher candidates to employ an interdisciplinary approach to instruction that reflects an understanding of the diverse nature of learners and their families.

The JMU elementary program seeks to foster in its candidates an empathic understanding of the ways that children are affected by social contexts and by the children's own abilities/disabilities; the knowledge and pedagogical skills to support each child's right to success; and belief in the value of each child. Our candidates are guided in:

- critically challenging conventional wisdom and common practices to identify hidden assumptions and activities that constrain or privilege some at the expense of others.
- learning to ask questions and developing an inquiring approach motivated by the desire to understand the world in its myriad complexities.
- reflecting deeply on and constructing positive relationships with others.
- expressing knowledge, skills, and attitudes in ways that communicate with others and provide a forum for the creative and academic expression of profession and the self.
- developing an appreciation for the global connection of all humanity and our interdependence on the finite, natural resources of the earth.
- experiencing life among people whose social contexts are unlike the candidates' own to broaden and deepen respect for and sensitivity to various cultures and social contexts.

- knowing and appreciating the process of human unfolding throughout the cycles of life from conception onward, particularly throughout the period of childhood.

The courses in the Elementary Education program are sequentially organized throughout the junior and senior years, and continue in the graduate program. Field experiences are provided along with course work to enable candidates to apply their knowledge in a variety of settings. Candidates must be accepted in teacher education and have passed Praxis I to begin the ELED course work.

Assessment occurs each semester and performance will be reviewed at the end of each semester. Candidates must demonstrate satisfactory performance before moving on to the next semester. Satisfactory performance includes a 2.5 or better in education course work, demonstration of professional behaviors, acceptable performance in practicums and on key assessments.

Candidates in this program must meet with the head of the Department of Early, Elementary and Reading Education to declare the minor in elementary education, be assigned a date to start the program and be assigned an adviser in elementary education. A limited number of candidates can start the program each semester, therefore, candidates should meet with the department head during their first semester of enrollment at JMU.

Degree and Major Requirements

Candidates in the Elementary Education program will complete the IDLS major or equivalent and the pre-professional undergraduate courses and be accepted for graduate study. The program of study for elementary education is as follows:

	Credit Hours
Undergraduate Degree	
General Education ¹	41
Interdisciplinary Liberal Studies Major	39
Elementary Pre-professional Program	30
Electives	10
M.A.T. Program	
Graduate Level Professional Studies	31
	153-161

¹ The General Education program contains a set of requirements each student must fulfill. The number of credit hours necessary to fulfill these requirements may vary.

Recommended Schedule for Elementary Education

Students should take General Education, core requirements and EDUC 360 during their first and second years.

Third Year	Credit Hours
ELED 372. Introduction to Early Childhood Education	3
ELED 308. Child Development Birth Through Adolescence	3
ELED 310. Considering Diversity in Elementary Education	3
ELED 311. Practicum in Learners and Learning	3
READ 366. Early Literacy Development and Acquisition	3
Major requirements/Electives	15
	30

Fourth Year	Credit Hours		Credit Hours
ELED 432. Children and Science	3	ELED 501/601 Special Topics	3
ELED 433. Children and Math I: Number, Operations, Algebraic and Geometric Reasoning	3	ELED 510. Creativity and the Arts	3
ELED 434. Children and Social Sciences	3	ELED 533. Children and Math II: Data, Chance, and Space	3
ELED 411. Practicum in Curriculum Integration	3	ELED 570. Curriculum Planning, Integration and Learning in the Elementary Classroom	3
READ 436. Literacy Learning in the Elementary Grades	3	ELED 621. Practicum in Teachers and Learners as Inquirers	2
Major requirements/Electives	15	ELED 622. Seminar: Inquiry Projects	1
	<hr/> 30	ELED 632. Inquiry in Elementary Education	3
		ELED 641. Families, Schools, and Communities	2
		ELED 690. Internship in Teaching	8
		EXED 520. Differentiation of Instruction	3
		READ 590. Reading Across the Curriculum	3
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Graduate Courses

Candidates beginning the graduate portion of the program must meet all Graduate School requirements and criteria for admission; it is expected that students will complete the admission process during their senior year. In addition, students must meet all graduate level graduation requirements.

Student Teaching

Candidates must apply to student teach one year prior to their student teaching semester. At that time, students must be fully accepted into teacher education, be admitted unconditionally to graduate school and have a 3.0 graduate GPA.