College of Education

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Academic Units

Department of Early, Elementary and Reading Education .......................................................... 171
  Dr. Nancy Barbour, Head

Department of Educational Foundations and Exceptionalities .................................................. 178
  Dr. John Almarode, Interim Head

Department of Learning, Technology and Leadership Education ............................................. 242
  Dr. Jane Thall, Head

Department of Middle, Secondary and Mathematics Education .............................................. 259
  Dr. Steven Purcell, Head

Department of Military Science ...................................................................................................... 263
  LTC Richard Showalter, Head

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. The 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 support initial teacher licensure emphasizing 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 in-service programs in cooperation with public and private schools and agencies, other colleges, institutions, and businesses.

The undergraduate and graduate educator preparation programs are accredited by the National Council for Accreditation of Teacher Education (now CAEP) and approved by the Virginia State Board of Education.

The basic philosophy of the college is reflected in these goals:

- To educate men and women for the multiple professions included in the college at both the undergraduate and graduate levels, not merely by transmitting skills and knowledge but by stimulating creativity, developing cognitive abilities and encouraging the testing of hypotheses and reinterpretation of the human experience.
- To encourage a balanced faculty orientation toward teaching, research, scholarship, community service and professionalism that recognizes individual strengths and preferences of the college’s faculty.
- To create an environment that fosters an atmosphere of open communication among students, faculty members and community.
- To anticipate societal needs and provide necessary resources for implementing effective off-campus programs now and in the future.
The college has undergraduate and graduate programs that are designed to lead to majors and minors in pre-professional education, initial teacher licensure, advanced programs for teachers, educational leadership, educational technology, adult education, human resource development and military science.

The college is organized into five departments:
- Department of Early, Elementary and Reading Education
- Department of Educational Foundations and Exceptionalities
- Department of Learning, Technology and Leadership Education
- Department of Middle, Secondary and Mathematics Education
- Department of Military Science

**Programs and Licensure**

The College of Education offers undergraduate minors and pre-professional education programs across a range of concentrations in both teaching and non-teaching areas. Students who wish to pursue a teacher licensure program complete a major in one of several approved fields of study, in addition to an undergraduate pre-professional education program.

With the exception of the four-year Teaching English to Speakers of Other Languages, teacher licensure programs in the College of Education are completed during a fifth year Master of Arts in Teaching (MAT) program.

**Advisement**

**Inclusive Early Childhood, Elementary and Middle Education**

Students interested in inclusive early childhood (early childhood education and early childhood special education), elementary, or middle education major in Interdisciplinary Liberal Studies (IDLS) and complete a pre-professional education program for their specific teacher licensure area.

Each IDLS major is assigned two advisers. One adviser is the education adviser who guides the student through the specific pre-professional program requirements. The other is the IDLS adviser who will guide the student through the IDLS major requirements. An initial education adviser is assigned when the student declares the licensure program. This is typically done during a student’s second semester of the first year at JMU. Once a student has completed all the requirements for admission into teacher education (typically during the first semester of the sophomore year), the education program adviser is assigned. The IDLS adviser is assigned when the first year student advising folders are transferred to the IDLS office (second semester, first year). Students are expected to check with advisers regularly to ensure timely graduation.

**Teaching English to Speakers of Other Languages and Special Education**

Students interested in Teaching English to Speakers of Other Languages (TESOL) or special education may major in IDLS but have the option to select majors that will provide the needed preparation for their selected pre-professional education program. Students choosing to enroll in the TESOL program often major in modern foreign languages, while students pursuing the field of special education, may major in psychology. Students enrolled in the TESOL or special education licensure programs are assigned two advisers. One adviser is the education adviser who guides the student through the specific pre-professional program requirements. The other adviser is the major adviser who will guide the student through the major requirements. Typically, the education adviser is assigned when the student declares the licensure program. This may be as early as the second semester of the first year at JMU. The major adviser is assigned when the first year student advising folders are transferred to the major departments (second semester, first year). Students are expected to check with advisers regularly to ensure timely graduation.

**Secondary Education**

Students seeking licensure in secondary education major in the subject area in which they wish to become licensed (i.e., biology, history, chemistry, etc.) and complete a pre-professional licensure program in secondary education at the undergraduate level.

Students enrolled in a secondary education licensure program are assigned two advisers. One adviser is the education adviser who guides the student through the specific pre-professional program requirements. The other adviser is the major adviser who will guide the student through the major requirements. Students should plan on consulting both advisers regularly. Typically, the education adviser is assigned when the student declares the licensure program. This may be as early as the second semester of the first year at JMU. The major adviser is assigned when the first year student advising folders are transferred to the major departments (second semester, first year). Students are expected to check with advisers regularly to ensure timely graduation.

**Licensure Programs**

The College of Education offers the following pre-professional licensure programs:
- Inclusive Early Childhood Education (Early Childhood Education and Early Childhood Special Education)
- Elementary Education
- Middle Education
- Secondary Education
- Special Education (K-12 General Curriculum)
- Teaching English to Speakers of Other Languages (ESL K-12) (can be completed at undergraduate level)

The College of Education offers these undergraduate minors:
- Educational Media
- Human Resource Development
- Military Leadership

The following endorsements are also available:
- Algebra I
- Gifted and Talented
- Journalism

Undergraduate students pursuing licensure to teach by completion of graduate M.A.T. programs should:
- Meet requirements indicated by the respective program prior to submitting an application to The Graduate School.
- Apply for admission to The Graduate School according to departmental deadlines.
- 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.
Professional Education Unit

Dr. Phillip M. 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 initial teacher licensure programs of the unit include:

- Art Education
- Dance Education
- Inclusive Early Childhood Education (Early Childhood Education and Early Childhood Special Education)
- Elementary Education
- Foreign Language Education
- Middle School Education
- Music Education
- Physical and Health Education
- Secondary Education 1
- Special Education K-12 General Curriculum
- Teaching English to Speakers of Other Languages (TESOL)
- Theater Education

These initial licensure programs are offered at the undergraduate level:

- Elementary Education
- Inclusive Early Childhood Education
- Middle School Education
- Physical and Health Education
- Secondary Education 1
- Special Education K-12 General Curriculum
- Teaching English to Speakers of Other Languages (TESOL)
- Theater Education

These initial licensure programs are offered at the graduate level for those having baccalaureate degrees:

- Early Childhood Education
- Elementary Education
- Inclusive Early Childhood Education
- Middle School Education
- Physical and Health Education
- Secondary Education 1
- Special Education: Birth-Age 5 (ECSE)
- Special Education K-12
- TESOL

Advanced programs are offered at the graduate level for licensed teachers or other school personnel:

- Educational Leadership
- Educational Technology
- Master of Music
- Master of Art Education
- Special Education
- Mathematics
- Mathematics Specialist K-8
- Reading Education
- School Counseling
- School Psychology
- 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, a representative from the IDLS major, the director of assessment 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 of the College of Education 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, preparation, 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.
Teacher 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 for students who will enroll in their licensure programs as undergraduates.

<table>
<thead>
<tr>
<th>Major Field of Study</th>
<th>Licensure Area</th>
<th>Degree Required</th>
<th>Academic Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art Education, PreK-12</td>
<td>Bachelor’s</td>
<td>School of Art, Design and Art History</td>
</tr>
<tr>
<td>Dance</td>
<td>Dance Education, PreK-12</td>
<td>Bachelor’s</td>
<td>School of Theatre and Dance</td>
</tr>
<tr>
<td>IDLS with education pre-professional licensure program</td>
<td>Elementary Education, PreK-6</td>
<td>Master’s</td>
<td>Interdisciplinary Liberal Studies Department of Early, Elementary and Reading Education</td>
</tr>
<tr>
<td>Modern Foreign Languages</td>
<td>Foreign Language PreK-12</td>
<td>Bachelor’s</td>
<td>Department of Foreign Languages, Literature and Culture</td>
</tr>
<tr>
<td>IDLS with education pre-professional licensure program</td>
<td>Inclusive Early Childhood Education Birth-Age 8</td>
<td>Master’s</td>
<td>Interdisciplinary Liberal Studies Early, Elementary and Reading Education and Educational Foundations and Exceptionalities</td>
</tr>
<tr>
<td>IDLS with education pre-professional licensure program</td>
<td>Middle Level, Education, 6-8</td>
<td>Master’s</td>
<td>Interdisciplinary Liberal Studies Department of Middle, Secondary and Mathematics Education</td>
</tr>
<tr>
<td>Music</td>
<td>Music Education, PreK-12</td>
<td>Bachelor’s</td>
<td>School of Music</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Field of Study</th>
<th>Licensure Area</th>
<th>Degree Required</th>
<th>Academic Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology</td>
<td>Physical/Health Education, PreK-12</td>
<td>Master’s</td>
<td>Department of Kinesiology</td>
</tr>
<tr>
<td>Content major with education pre-professional licensure program</td>
<td>Secondary Education, 6-12</td>
<td>Master’s</td>
<td>Department of Middle, Secondary and Mathematics Education</td>
</tr>
<tr>
<td>See program adviser for options with education pre-professional licensure program</td>
<td>Special Education, K-12</td>
<td>Master’s</td>
<td>Interdisciplinary Liberal Studies Department of Educational Foundations and Exceptionalities</td>
</tr>
<tr>
<td>See program adviser for options with education pre-professional licensure program</td>
<td>Teaching English to Speakers of Other Languages – TESL (ESL)</td>
<td>Bachelor’s Master’s</td>
<td>Department of Educational Foundations and Exceptionalities</td>
</tr>
<tr>
<td>Theater</td>
<td>Theatre Education, PreK-12</td>
<td>Bachelor’s</td>
<td>School of Theatre and Dance</td>
</tr>
</tbody>
</table>

1 Available majors are biology, chemistry, earth science, English, history or political science, mathematics, or physics.

Admission Criteria

The requirements for admission to teacher education are listed below. Some teacher education programs may have additional requirements for acceptance into their own programs. Consult the program area coordinator for more specific information.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Four &amp; Five Year Initial Programs</th>
<th>Graduate Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved major and declared pre-professional teaching program</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Two satisfactory references</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Grades of “C” or better in</td>
<td></td>
<td></td>
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<tr>
<td>- WRTC 103</td>
<td></td>
<td></td>
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<tr>
<td>- A MATH course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- PSYC 160, PSYC 614 or equivalent</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Passing score on Praxis Core Academic Skills for Educators Tests or SAT or ACT exemption</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Child Abuse Prevention (CAP) training online</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Cumulative GPA of 2.5 or higher</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Universal Precautions (UP) training online</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>No record of felony conviction or misdemeanors involving children or drugs or founded complaint of child abuse or neglect</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Purchase and subscription to Tk20</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Consult the program area coordinator for more specific information.
Education Support Center
Dr. Maggie Kyger, Associate Dean
Website: http://www.jmu.edu/coe/esc/

The Education Support Center (ESC) has four major responsibilities for assisting students with their pursuit of a teaching license:

- monitor admission to, and retention in, the professional education program;
- coordinate field experiences for all programs;
- approve applications for Virginia Licensure; and
- serve as the center for information about professional education programs.

Information and application materials for admission to teacher education, appeals, registration for PRAXIS exams, student teaching and licensure are available on the Education Support Center website. Also on the website is information regarding costs associated with required tests and subscriptions to Tk20.

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

Deadline
Freshmen are expected to apply to Teacher Education by April 15th of their freshmen year and complete all admission requirements in order to enroll in required education courses. Undergraduate candidates must complete all teacher education admissions requirements by the first day of registration for the semester in which they want to enroll in required education course work.

Transfer, post-baccalaureate and graduate candidates should apply during the first term of enrollment at JMU.

Students can check the status of their admission to the teacher education program online at the ESC website at http://www.jmu.edu/coe/esc.

Field Experiences
Field experiences (including practica and internships) are required for candidates in all 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 enrolled in multiple teacher licensure programs 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, and Roanoke. 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 other than that required by the program 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.

Opportunities exist for qualified candidates to complete a portion of their student teaching at international locations. Those interested in pursuing this option must meet additional requirements and have permission of their programs at time of application to student teach. Refer to the ESC website for additional information at http://www.jmu.edu/coe/esc.

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

- complete (prior to acceptance) all stated requirements for admission to teacher education.
- submit a student teaching application.
- complete all course work prior to student teaching.
- submit a recommendation for student teaching by their licensure program.
- meet any additional admission and retention standards of their academic department or school.
- submit paperwork to show that the student is free from exposure to communicable tuberculosis.

Professional behaviors are expected of all candidates throughout the program. School divisions routinely require a background check prior to student teaching. Convictions for criminal offenses or charges pending may result in schools refusing to make a placement for practicum or student teaching. There may also be serious consequences when being considered for a license to teach in Virginia and in other states. Therefore, students are required to inform the Education Support Center in writing of any conviction or pending charges for a felony, violation of a criminal drug law, an alcohol beverage control law
or law that governs driving while intoxicated. Notification should be made within five calendar days after such charge or conviction.

**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 following assessments:

- Virginia Communication and Literacy Assessment (VCLS) for all licensure areas
- Praxis II Specialty Area Tests for most licensure areas
- Reading for Virginia Educators for selected programs

In addition, all candidates shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation (CPT), and the use of automated external defibrillators AEDs.

**Licensure Criteria**

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

- education requirements have been met, including a cumulative 2.5 GPA for undergraduates and a 3.0 for graduates,
- degree is awarded, and
- scores (sufficient for subject area) on all state mandated assessments are achieved.

**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. Note: Other states may have additional testing and GPA requirements that the applicant must meet.

**Educational Technology and Media Center**

Dr. Richard G. Clemens, Director  
Phone: (540) 568-6302  
Website: [http://www.jmu.edu/coe/etmc/](http://www.jmu.edu/coe/etmc/)

The primary goal of the Educational Technology and Media Center (ETMC) is to support students, faculty and staff in their effective use of technologies for learning. This goal is achieved through access, instruction and promotion of educational technologies available within the center.

ETMC houses more than 5,000 items including K-12 textbooks, DVDs and videotapes, software, and a variety of other instructional resources. The center houses the children and youth literature collection of James Madison University totaling more than 15,000 volumes.

Computers throughout the facility allow 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. The growing capabilities in instructional technology are evident in this center where interactive video conferencing, video-streaming and other newly emerging technologies expand the potential for learning in multiple environments. Faculty also have access to mobile carts housing laptops, iPads and other mobile device technologies for use in their instructional practice.

For students desiring licensure in Virginia’s schools, ETMC provides opportunities to learn and use many forms of instructional technology. ETMC has a range of production facilities including traditional media, audio and video editing areas, and digital technologies that enable students and faculty to produce a wide variety of instructional materials. College of Education students may also check out digital cameras, camcorders and audio recorders for their instructional practice.