

2009 Part C of the AACTE / NCATE Annual Report

Section 1 - Institutional Information

NCATE ID:	10527	AACTE SID:	1975
Institution:	James Madison University		
Unit:	College of Education	Deadline to Submit Final Version of Part C:	01/31/2010
Next Accreditation Visit:	S12	Last Accreditation Visit:	S04

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Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2008-2009 academic year?

322

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2008-2009 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Section 4. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. Changes in program delivery from traditionally delivered programs to distance learning programs in which more than 50 percent of the courses are not delivered face-to-face.
2. Addition or removal of a level of preparation (e.g., a master's degree).
3. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.
4. Increased offerings for the preparation of education professionals at off-campus sites and outside the United States.
5. Significant change in budget, which is defined as a 25 percent increase or decrease in the overall unit budget from the previous reporting year.

6. Significant change in the size of the full-time faculty, which is defined as a 25 percent increase or decrease from the previous reporting year.
7. Significant change in candidate enrollment, which is defined as a 25 percent increase or decrease from the previous reporting year.
8. Changes in the delivery of a program in whole or in significant part by a non-profit or for-profit partner(e.g., the institution Has contracted with an external entity to deliver all master's programs).
9. Significant changes as the result of a natural disaster such as a hurricane or tornado or other unusual conditions.

Section 5. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

The unit assessment committee met regularly throughout the 08-09 academic year and through a feedback process that involved faculty and student representation, designed a visual brand that encapsulates the unit's conceptual framework. This framework is founded on the principle that professional educators have a commitment to cultivate meaningful change in their students and their environments; this charge results from professional educators' abilities and dispositions to their content, and their use of creativity and their relationships in and among their community. The unit will use this brand to communicate with our students, faculty, PK-12 partners and local community agencies. During the next year, the committee will explore how to assess candidates' understanding of the conceptual framework throughout their experiences in the professional education unit.

Section 6. Unit Standards

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

An M.Ed. for K-8 math specialists was developed through a partnership between the College of Education and the College of Math and Science.

In response to VDOE's Biennial Measures program approval initiative, all teacher and professional educator licensure programs submitted detailed descriptions of their programs, aligning them with the Virginia Department of Education competencies for review and awarding of state approval for the programs. The process of review will proceed well into 2009-2010.

An interdisciplinary course was developed that brings together JMU students from nursing, social work, education, psychology and occupational therapy in the learning of best practices in delivering services to young children and their families.

Four cohort-based Educational Leadership programs throughout Western VA (Winchester/Fredericksburg, Harrisonburg/Rockingham, Lexington and Martinsville) were established. There were 18 students enrolled in the fall course representing the Buena Vista, Lexington and Buchanan school divisions. In spring and summer 2009, three more Ed Leadership Outreach cohort programs were started, in Winchester/Fredrick County, Harrisonburg/Rockingham County and Martinsville, VA.

A final draft of the revised Regional Teacher Education Agreement between JMU and representatives of the Virginia Community College System was approved.

Designed and had approved a new program in Inclusive Early Childhood Education that will lead to dual initial licensure in Birth-

3rd regular and special education.

The Educational Technology Master's program has been redesigned under the leadership of Drs. Karen Kellison and Michelle Estes. Under the leadership provided by Educational Technology, an Emerging Technologies Lab has been established in Memorial Hall 3320.

Redesign of the curriculum and subsequent course delivery for ELED program. This will include delivering the undergraduate courses in alternating semesters so that enrollment/course delivery is consistent across semesters and so that there will be more flexibility for field trips, seminars with larger groups, etc. There will also be two options for the graduate sequence to allow some students to do their student teaching in the second semester and others in the third semester.

Revised and had approved changes to the ECED MAT program.

Significant expansion of online course offerings in the Exceptional Education Department increased the enrollment in the Autism Certificate Program and the online program in Gifted and Talented.

Began offering the MEd program in Reading through Outreach to a cohort in Greene County. There are approximately 37 students who have completed the first five classes. Planning completed to begin a new cohort of Reading program in Shenandoah County.

Development of coursework delivered through technology applications to provisionally licensed teachers throughout Virginia.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

1.	The English and physical education programs have not been recognized by their respective specialized professional associations.	(ITP)	
2.	The reading education program has not been recognized by its specialized professional association.		(ADV)

Please indicate how the unit has addressed these Areas for Improvement.

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Please describe the unit's plans for and progress in meeting this standard.

During 2008-09 year the unit engaged in continuing evaluation and implementation of the Unit Assessment Plan, including significant progress in the development of key assessments by all unit licensure programs. College department heads and committee chairs met to review data needs and discuss needed data reports. After extended deliberations, the college acquired the Tk20 Campus Tools electronic data management system. The purpose of this was for Tk20 to become the primary data collection and reporting tool for the Unit, replacing a system of fragmented databases which had been developed over several years.

A team was formed to guide the unit's work with this new system. This team facilitated training for faculty and staff in the utilization of Tk20, and developed a plan for assimilation of the system into Unit operations. In Fall 2008, the process of loading CoE student data into the system began, and troubleshooting of subsequent issues regarding the interfacing of Tk20 with PeopleSoft commenced. At this time, the Application to Teacher Education process was transferred from a paper-based system to Tk20. In May 2009, a team from JMU's teacher education unit (Clemens, Kyger, Ross, Slykhuis, Thelk and Vaughan) travelled to the Tk20 user conference in Austin, TX.

During the 08-09 academic year, usage reports indicate that 2,868 students were active in the Tk20 system. One-hundred twenty-eight faculty had logged in and used the system for at least one application. All teacher education programs education departments used Tk20 to assess candidate student teaching performance. The resulting reports were shared with programs to use in developing their annual reports. Key assessments were collected and their transition to electronic rubrics entered into Tk20 began in Fall 2008. Program key assessments and accompanying rubrics continued to be developed in the system. In addition field experience forms are now distributed and collected via Tk20 as a result of the work done during this year. The process of linking SPA standards with our Conceptual Framework, and the linking of College/Departmental goals with faculty work continued. These linkages are being modeled in the Tk20 system as well.

A successful search for a Director of Assessment resulted in the hiring of Dr. Amy Thelk. Dr. Thelk began her position in May 2009 and to date has supported CoE department heads in the completion of their annual Assessment Program Templates as well

as working with JMU's Institutional Research and CARS to gather needed survey information from CoE alumni and employers as part of the required VDOE biennium reporting measures.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

1.	Graduate and employer surveys are not administered for all professional education programs.	(ITP)	(ADV)
2.	Limited data are aggregated, summarized, and reported at the transition points/gates identified in the unit's assessment system.		(ADV)
3.	The unit is not testing its performance assessments for fairness, accuracy, and consistency.	(ITP)	(ADV)

Please indicate how the unit has addressed these Areas for Improvement.

Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

During this reporting period, the pilot process of distributing requests for fall and spring student teachers to school divisions at the same time was reviewed. This process was favorably received by school divisions and professional education unit program coordinators. The unit has adopted this practice and continues to have student teacher candidates submit their application for student teaching in October the year prior to their planned student teaching experience. An agreement with Richmond City Schools led to its being opened as a new field placement site. Procedures and processes needed for international placements through Global Student Teaching were developed. The Education Support Center used student survey results to inform decisions on some procedures such as revising the on-line student status check to be more user friendly, increasing the number of sessions of student teacher meetings, and enhancing the Website to make teacher education information more readily accessible (information on all assessments, student teaching performance guide and teacher ed handbook on home page). To facilitate communication among all constituents, a concerted effort was made to facilitate understanding of policies and procedures among all partners. Education Support Center (ESC) staff and unit faculty and administrators supported these efforts. The director of the ESC, the Elementary Education coordinator and the College of Education's assistant dean attended six of the local school divisions' elementary principals meetings to discuss expectations and procedures for three elementary education practica. ESC staff hosted a meeting for administrative office staff on procedures of the ESC and took training to out-of-area supervisors for both fall and spring semesters. The evaluation of teacher candidates' student teaching experiences was completed in TK 20. This enabled program coordinators and department heads to have ready access to aggregate data. Once again, the CoE selected Teacher Preparation Partnership award recipients. This year the award was presented to representatives of the Skyline Literacy Program for their work with Dr. Michelle Cude's students in developing and delivering Civics and Citizenship lessons to the English Language Learners studying to be US citizens. A policy for application for partnership liaison was reviewed and used to solicit a new partnership faculty liaison beginning fall 2009. During this year, there was on-going discussion with the partnership council on developing an alternative licensure program for provisionally licensed teachers.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

"Voices" symposia series sponsored campus-wide presentation by representatives of Richmond City Schools. Guided by Drs. Tim Thomas, Oris Griffin, and Cindy Klevickis, the focus of the presentation was "Successful Urban Educators". Symposium presenters included Dr. Thomas Beatty, Principal, Richmond Community High School; Dr. Rickie Hopkins, Principal, Thompson Middle School; Zymora Scott, Guidance Counselor, Huguenot High School; and Cynthia Gentry, Assistant Principal at Huguenot.

Partnership with Skyline Literacy to teach citizenship classes. Five students from our classes in the fall and spring (2 classes) have passed their tests in DC and earned citizenship.

Dr. Mary Beth Cancienne-Actgblu continued her work with Harrisonburg City High School personnel on coordinating the literacy program that works with a large ELL student population.

Planning and coordination of a 90-minute workshop for COE faculty and students ("Addressing Religious Diversity in the Classroom,") which took place on 10-6-08 and was conducted by the Interfaith Youth Corps from Chicago, Illinois.

Drs. Griffin, Estes, Thall, Wilcox and Herr provided support to students and teachers in Roanoke, Harrisonburg and Richmond on social networking, reading and college preparation.

The Professors-in-Residence (PIRs) program continued to expand with the addition of two new PIRs from the college: Dr. Dave Herr, new PIR serving William Fleming High School in Roanoke, and Dr. George Font, new PIR serving Harrisonburg City High School.

By agreement with the college, JMU Office of International Programs, and Global Student Teaching (Educators Abroad), teacher licensure candidates are now able to undertake their student teaching at any one of a number of international locales.

In September, 2008 the college hosted an Intercultural Fair during which faculty and candidates who participated in international experiences shared information CoE faculty, students and staff.

Drs. Tim Thomas, Mary Beth Cancienne-Acgtblu supervised International Practica in Rome.

Drs. Mary Slade, Oris Griffin, Cindy Klevickis, and Monyette Martin received a 2009 JMU Innovative Diversity Effort Award for their collaborative initiative: "Service Learning with Inner-City Middle School Students and a Community in Need." Drs. Michele Estes, Jane Thall, and Oris Griffin received a 2009 JMU Innovative Diversity Effort Award for their collaborative initiative: "Building and Sustaining an Online Social Network of At-Risk Students for Educational Persistence."

Dr. George Font served along with Drs. Richard Mathieu, Daphyne Thomas, Tom Dillon, and Harry Reif as a co-leader of the College of Business's CyberCity Summer Program.

Drs. Kellison and Font are working on diversity programming at Harrisonburg High School with teachers and students.

Work is continuing through the externally funded X-SEL, WE CARE and other 21st Century projects. Through the project, 260 HHS teachers to received professional development at conferences, workshops and at their school, focusing on the complex needs of families and children from a broad background of diverse experiences.

Dr. Slade led several trips to Welch, West Virginia to help rebuild a town devastated by poverty and flooding. She and a student contingent were invited by Aid for the World for recognition at their Annual Awards and Fundraising Benefit in New York.

Dr. Desportes won a Jones Endowment award that funded her return to India in March where she spent 10 days studying early intervention programs and conducted workshops on person-centered planning and behavioral support techniques. She has developed 3 wikis on her India experiences that are hosted on the COE site.

Under the direction of Ms. Lisa Schick and Dr. Diane Foucar-Szocki, the Career Development Academy/21st Century Learning Community is serving the education and workforce needs of hundreds of young, adolescent, and adult learners. JMU and the Harrisonburg City Public Schools now have four 21st Century Learning Center grants which provide services to HCPS students and their families through eight different centers.

The Career Development Academy (CDA) @ Memorial Hall was fully funded and is underway serving over 300 people in Memorial Hall and more at the schools where 21st Century Learning Centers are operating to provide after school programming for Harrisonburg City schools. JMU students experience diverse needs and populations through these sites.

Cultural competence is being specifically addressed through revision of the SPED curriculum.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1.	Unit programs inconsistently address the knowledge and skills necessary to work effectively with culturally and linguistically diverse children.	(ITP)	(ADV)

2.	Candidates enrolled in the unit represent limited cultural diversity.	(ITP)	(ADV)
3.	The composition of the faculty represents limited cultural diversity.	(ITP)	(ADV)

Please indicate how the unit has addressed these Areas for Improvement.

Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

Dr. Denise Perritt served as President of the Virginia Professors of Educational Leadership for 2008-09.

Research Grants:
 \$6,700 was awarded to Drs. Barbara Stern, Michelle Cude, and Teresa Harris to support their application of College of Education research grants.
 Dr. Desportes received a Jones Endowment award (\$2000) to continue her India research

Faculty Awards:

- Dr. Mary Slade received an Aid for the World award
- Dr. Barbara Stern was awarded the Madison Scholar Award
- Dr. LouAnn Lovin was awarded an Educational Leave
- Dr. Dave Herr received the Distinguished Service award
- Dr. Cheri Beverly received the Scholarship award
- Dr. Karen Santos received the National Distinguished Service Award for Teacher Education Division (TED) of Council for Exceptional Children (CEC).
- Mr. Larry Huffman Received the Provost's inaugural Part Time Teacher of the Year Award

Dr. Michelle Hughes has been awarded the Rev. Dr. William L. Mengebier Endowed Professorship for a two-year period spanning the 2009-2011 academic years.

Recognition of Dr. Diane Wilcox and several of her students by the Rockingham Memorial Hospital and JMU Collaborative

The Faculty Development and Support Committee investigated the departmental practices for reviewing faculty for tenure, promotion and annual reviews. The data collected provides a picture of the practices across the college and also suggest areas for improvement to support faculty development and success.

The new faculty mentoring program was expanded to include second year faculty. Topics included getting to know the JMU student, practices to improve teaching, balancing scholarship, teaching and service at the university.

Faculty participated in a broad range of activities to support the college, the unit, the institution and the profession. An example of the activities included:

- Representation on the JMU Faculty Handbook Committee
- Participation in NCATE training
- Updating understanding and applications of TK20 through participation in training sponsored through TK20
- Representation on the JMU Autism Center Development Committee

The Faculty Reading Group continued with faculty focusing on books related to leadership, teaching and the context of education. Twenty faculty members participate in this group, reading 7 books each.

JMU's Center for Instructional Technology offered 108 professional development opportunities (scheduled workshops and events) for faculty during the 08-09 academic year.

The Center for Faculty Innovation (CFI) offered 16 Faculty Workshops for faculty during the 08-09 academic year.

Funding from contract and grant activities have been sustained at significant levels (\$1 Million +), and an increase in the percentage of CoE employee giving has been realized during this review period. The number of faculty submitting grant applications has increased by 50% over the previous year. Exclusive recognition was earned by the 5-Year RISE grant as it was one of only twenty in the nation that received funding by the U.S. Department of Education. The college continues to work closely with the Development Office on plans to create college and/or departmental Development Advisory Councils.

The Content/Teaching Academy completed its ninth year as one of the Commonwealth's leading professional development venues for educators, and continued to enjoy popular and critical acceptance, as did our Region 5 Training and Technical

Assistance Center (T/TAC) program.

3rd annual Elementary Teacher Conference was successful.

The ETMC continues to provide support for the professional development of faculty and staff in the technology knowledge and skills. Particular support was provided on behalf of the college's transition toward full implementation of the TK20 electronic data management system.

Dr. Teresa Harris was recognized as the first Fulbright Award designee from the College of Education. She will conduct her work spring 2010 in South Africa

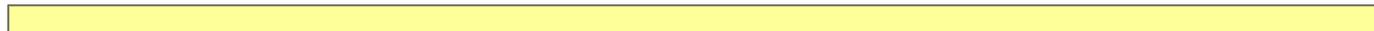
On behalf of JMU students and faculty and the wider community of P-12 teachers and students throughout the valley, the college sponsored a series of presentations by Robert B. Haas, celebrated nature photographer and author with National Geographic. One of the major themes of Haas' presentations was promoting conservation and appreciation for the animals that inhabit the African wilderness.

Dr. David Slykhuis collaborated on an initiative sponsored by the Virginia Department of Technology with Dr. Mark Mattson and Thomas O'Neill. Their chapter Biophysics-Medical Imaging in the Virginia Physics Flexbook led to interest in Dr. Slykhuis' work by Secretary of Technology, Aneesh Chopra.

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:



Please indicate how the unit has addressed these Areas for Improvement.



Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.

In December 2008, a request was made to defer the next continuing accreditation site visit until spring 2012. VDOE approval of the request was received in January 2009.

In June 2008, Dr. Maggie Kyger, former head of the Department of Exceptional Education, was appointed Assistant Dean of the College of Education replacing Interim Assistant Dean Dr. Steve Purcell. In the process of revising leadership roles in the College of Education, Dr. Purcell assumed the duties of head of the Department of Middle, Secondary, and Mathematics Education replacing Dr. LouAnn Lovin who returned to faculty status, and Dr. Laura Desportes assumed the responsibilities of head of the Department of Exceptional Education replacing Dr. Kyger.

LTC Robert Pettit was recommended by the U.S. Army to assume command of the Department of Military Science replacing LTC Rod Lusher who resigned from military service upon completion of his 3rd year as Head of Military Science. The U.S. Army recommendation was accepted, and LTC Pettit became head of Military Science in August 2009.

A new director of Assessment and Evaluation charged with providing leadership and assisting with the development and implementation of our Unit Assessment System, Dr. Amy Thelk, was hired in April 2009 to replace Dr. Vicki Wise who resigned from the university prior to the 2007-2008 academic year. Dr. Thelk's duties include working with each of the programs and through the Teacher Education Unit committee to clarify key assessments, continuing to develop and refine assessment instruments as needed, and to ensure that programs have multiple years of continuous data.

Matt Chamberlain was hired as a full time advisor for the IDLS program. He works directly with the education pre-professional candidates completing the IDLS major.

In the spring of 2009, the College of Education Administrative Council and Advisory Committee were reconstituted to form the College of Education Advisory Council. In the process of reorganization, chairs of the colleges standing committees were added to the membership of the Council. The primary reasons for combining these two important governance bodies were: a.) to combine the roles of these two separate bodies under one governance entity; b.) to include the "voice" of college committees in regular deliberations of college-wide issues; and c.) reduce the number meetings being held throughout the year.

A major accomplishment during this review period was engaging members of the Advisory Council in strategic planning exercises which included reviewing the PEU Conceptual Framework, reflecting on current goals, and assessing progress toward meeting goals.

To coordinate college-wide field experiences, the Field Experiences Task Force was created in December 2008. Co-chaired by Associate Dean Peggy Shaeffer and Assistant Dean Maggie Kyger, the task force was charged with identifying and making recommendations regarding processes and procedures whereby field experience operations could be designed to function with greater efficiency, responsiveness, and clarity of purpose. In addition to Drs. Shaeffer and Kyger, present membership on the task force includes Mr. Mark Keeler, Dr. Joy Moody, LTC (Ret.) Nick Swayne, Dr. Kristy Dunlap, Dr. Jen Pease, and Ms. Kaitlin Ilinski (student).

A newly organized Technology Committee was established within the college. With representative from all departments and the ETMC, the goal of this committee is to support faculty in the implementation and modeling of educational technologies, recommend appropriate technology for faculty use and offer professional development to faculty and staff.

The PECC continued to meet regularly. Among the decisions made were clearly articulating the minimum grade point for graduate, supporting a review/study session process for candidates taking Praxis exams.

In summer 2009, Ms. Yvonne Miller, Administrative Assistant to the dean of the College of Education organized a series of 7 brown bag professional development workshops for college staff. Workshop topics ranged from an overview of the university's Speech and Writing Center by center director Dr. Kurt Schick, to a discussion led by Dr. Laura Desportes of her Education for All work in India, a United Nations commitment to provide quality basic education opportunity to all people.

Under the direction of Dr. Maggie Kyger, a College of Education Student Ambassadors group was organized. While housed in the college, students from across the unit may be selected to serve. This group's members function as student guides during college events, representatives at recruitment activities, and hosts at fundraising events for teacher education.

Significant purchases were made to populate the Emerging Technologies Lab. Two new faculty members, Drs. Estes and Kellison, are leading efforts to make good decisions about and use of these facilities. They are meeting with the Technology Committee and prior Ed Tech faculty members (Purcell, Clemons, Kolvoord) to redesign the Ed Tech Master's program.

The COE 3245 instructional lab negotiations led to it becoming a University Lab with new MAC's being installed in summer 2009.

In June 2008, the JMU Center for Instructional Technology sponsored a series of demonstrations for faculty of instructional technologies designed to enhance teaching and learning. Technologies included in the "roadshow" included Symposium; Airliner; Illuminate; Multimedia Services; Flip Camera; and Concept Mapping.

The 2008-09 academic year was a period during which budget allocations to the College of Education and to the PEU were tight. During this review period, a freeze was placed on the hiring of classified staff and on educational/sabbatical leaves for faculty. In September 2008, a temporary freeze on all non-critical faculty and staff travel was implemented. Upon receipt of stimulus funds from the state, travel restrictions were lifted, and funds to support faculty travel and professional development were restored, albeit at levels below those of 2007-08. As a result of the severe market collapse in late fall 2008, college and Unit endowment funds supporting candidate scholarships were compromised, some almost entirely depleted. University-wide, the Fair Market Value of endowment funds for scholarships fell from \$1.4 million in 2007-08 to approximately \$760K in 2008-09. In an effort to help maintain scholarship allocations at the highest possible level, the college and Unit, under the leadership of Drs. Shaeffer and Kyger, withdrew funds from foundation accounts supported by donors' gifts and paid scholarship candidates directly from these resources. Even so, scholarship amounts received by most candidates were less than amounts awarded the previous year. The only faculty members to receive salary adjustments during this review period were those who were granted tenure and/or promotion during this AY.

In an effort to supplant reductions in the College of Education budgetary allocations during this period, funding and grant application submissions increased, and the number of faculty participating in the application process increased by over 50%. Exclusive recognition was earned by the 5-Year RISE grant developed by Drs. Kyger and Beverly as it was one of only 20 in the nation that received funding by the U.S. Department of Education. As a result of these efforts to seek external funding for college/Unit operations, close to \$1 million in external funding was secured during this period.

In support instruction and operational functions, the College of Education invested over \$31,500 in technology hardware and software in 2008-09. In addition, the Content/Teaching Academy purchased for PEU use a 20-station MacBook Mobile Cart housed in Memorial Hall during this same period.

Over 50% of College of Education faculty members have served five years or less. Need continues to grow for providing new faculty with mentoring and professional development support in order for them to be successful and to feel fulfilled.

Issues related to safety and security of the Memorial Hall facility, and adequacy of space to accommodate anticipated growth in programs and personnel continued to dominate discussions. Issues of paramount concern included developing and implementing procedures for preventing and responding expeditiously to threats to security and personal safety in and around the facility.

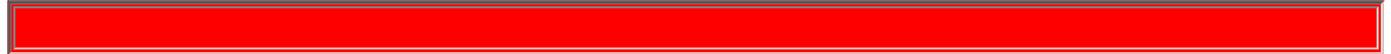
At its current operational capacity, the Military Science program is strapped for space with cadre housed 2 and 3 to an office. Moreover, at the pace that the College of Education is growing, it will soon consume all of the available office and specialized laboratory space. Continued growth that is anticipated will also constrain availability of medium-to-large-sized classroom facilities in Memorial Hall. Office, laboratory, and classroom space available for other PEU programs appears to be adequate.

August 2008 marked the opening of the newly-constructed East Campus Library. With collections that include circulating books,

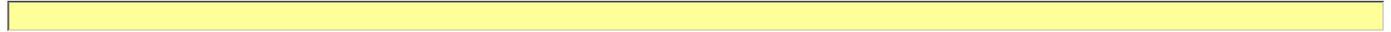
journals, and media in Science, Health Sciences, and Technology fields, a collection of popular magazines and popular literature for recreational reading, the ECL offers assistance to all members of the university committee with research needs. The ECL offers wireless access and wireless laptop check out and contains 45 group study rooms, some with large flat screen monitors that can be reserved. The ECL also offers 24-hour study space and computer lab as well as the amenities of Java City Cafe.

Performing Arts Complex is under construction on central campus. Offering classrooms, rehearsal and performance spaces for JMU's award-winning theater, dance and music programs, this new complex will enhance learning opportunities for many students, including candidates in dance, music and theater.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:



Please indicate how the unit has addressed these Areas for Improvement.



If you have another comments, use the space below:

