(Part C of the AACTE Annual Report)

**Section 1 - Institutional Information**

<table>
<thead>
<tr>
<th>NCATE ID</th>
<th>10527</th>
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<tr>
<td>AACTE SID</td>
<td>1975</td>
</tr>
<tr>
<td>Institution</td>
<td>James Madison University</td>
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<tr>
<td>Unit</td>
<td>College of Education</td>
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<tr>
<td>Next Accreditation Visit</td>
<td>S11</td>
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<tr>
<td>Last Accreditation Visit</td>
<td>S04</td>
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<td>Deadline to Submit Final Version of Part C:</td>
<td>11/06/2006</td>
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</tbody>
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**Section 2 - Individual Contact Information**

<table>
<thead>
<tr>
<th>Unit Head Name</th>
<th>Dr. Phillip M. Wishon</th>
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<tr>
<td>1st NCATE Coordinator</td>
<td>Martha K. Ross</td>
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<td>1st Coordinator Title</td>
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<td>1st Coordinator Fax</td>
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<td>2nd NCATE Coordinator</td>
<td></td>
</tr>
<tr>
<td>2nd Coordinator Title</td>
<td></td>
</tr>
</tbody>
</table>
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2nd Coordinator Fax:  

CEO: Dr. Linwood H. Rose  
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Corrected 2nd Unit Head Email:  
Corrected 2nd Unit Head Phone:  
Corrected 2nd Unit Head Fax:  

Corrected Institution Unit Phone:  

Corrected 1st NCATE Coordinator:  
Corrected 1st Coordinator Title  
Corrected 1st Coordinator Email:  
Corrected 1st Coordinator Phone:
Section A. 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:
A Unit committee was established to review our framework to ensure that it still communicates the shared vision of the Unit in preparing educators to work effectively in P-12 schools. The committee, with feedback from the programs, has updated the framework to include relevant research that supports our best practices, and has restructured the framework so that the mission, vision, and guiding principles support our beliefs and practice.

Section B. Candidate Performance

Standard 1. Candidate Knowledge, Skills, and Dispositions

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

Programs will follow their individual SPA process for 2010.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:
- Initial) The English and physical education programs have not been recognized by their respective specialized professional associations. (Standard 1)
- (Advanced) The reading education program has not been recognized by its specialized professional association. (Standard 1)

Please indicate how the unit has addressed these Areas for Improvement (Optional).
Standard 2. Assessment System and Unit Evaluation

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

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

- We hired a director of Assessment and Evaluation who is charged with the purchase/development of our Unit Assessment System. She is working with each of the programs and through the Assessment committee to clarify key assessments, to develop instruments as needed, and to ensure that programs have three years of continuous data.
- A graduate alumni survey was administered this fall and we are on schedule to survey graduates one and five years out. We will also conduct employer surveys every two years beginning spring 2007.
- (Standard 2)
- (Advanced) Limited data are aggregated, summarized, and reported at the transition points/gates identified in the unit’s assessment system. (Standard 2)
- The unit will begin testing its performance assessments for fairness, accuracy, and consistency in spring 2007. (Standard 2)

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

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

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

Section C. Unit capacity

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 personnel develop and demonstrate the knowledge, skills, and 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:

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 (Optional).

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse 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:

- As a Unit, we have redefined our definition of diversity in our conceptual framework to be more inclusive. The educational professional understands that diversity means individual and group differences that are characteristic of all human beings and which included, but are not limited to, culture, language, sex, gender identity, sexual orientation, race, ethnicity, socio-economic class, ability, religion, age/developmental stage, and learning styles.
- Unit programs inconsistently address the knowledge and skills necessary to work effectively with culturally and linguistically diverse children. (Standard 4)
- Candidates enrolled in the unit represent limited cultural diversity. (Standard 4)
- The composition of the faculty represents limited cultural diversity. (Standard 4). There has, however, been an initiative in place at the University to attract more culturally and racially diverse faculty and students. This initiative has been met with limited success for our Unit. At JMU, the number of African American faculty and students has increased; however, our Unit does not reflect this change.
Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:
- Unit programs inconsistently address the knowledge and skills necessary to work effectively with culturally and linguistically diverse children. (Standard 4)
- Candidates enrolled in the unit represent limited cultural diversity. (Standard 4)
- The composition of the faculty represents limited cultural diversity. (Standard 4)

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

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:

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 (Optional).

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. Please include any changes related to:
1. The addition or removal of programs
2. Changes in program delivery, particularly when traditionally delivered programs become distance learning programs. NCATE defines distance learning programs as programs in which more than 50 percent of the courses are not delivered face-to-face
3. Unit or institutional name changes
4. Addition or removal of a level of preparation
5. Significant change in physical facilities
6. Status of an institution, i.e., merged, separated, etc.
7. Significant changes resulting from unforeseen conditions, e.g., natural disasters, health calamities, etc
8. Significant changes in budget

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 (Optional).

If you have another comments, use the space below:

The total number of candidates who completed education programs within NCATE's scope (initial & advanced) during the 2005-2006 academic year?

356

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 2005-2006 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.)

Name of the Person Filling Out the Report: Vicki L. Wise

☐ Draft  ☐ Deferred  ☒ Final

Creation Date: 09/26/2006 11:51:41 AM Last Modified By: Marsha Russell Last Modified Date: 01/30/2007 Date Received over Web: 11/20/2006