Section 1 - Institutional Information

<table>
<thead>
<tr>
<th>NCATE ID: 10527</th>
<th>AACTE SID: 1975</th>
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<tbody>
<tr>
<td>Institution: James Madison University</td>
<td>Unit: College of Education</td>
</tr>
<tr>
<td>Deadline to Submit Final Version of Part C: 01/15/2008</td>
<td>Last Accreditation Visit: S04</td>
</tr>
</tbody>
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Section 2 - Individual Contact Information

<table>
<thead>
<tr>
<th>Unit Head Name: Dr. Phillip M. Wishon</th>
<th>Unit Head Title: Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Head Email: <a href="mailto:wishonpm@jmu.edu">wishonpm@jmu.edu</a></td>
<td>Unit Head Phone: (540) 568-6572</td>
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<tr>
<td>Unit Head Fax: (540) 568-3342</td>
<td>Institution Unit Phone: (540) 568-6572</td>
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<tr>
<td>1st NCATE Coordinator: Dr. Steve Purcell</td>
<td>1st Coordinator Email: <a href="mailto:purcelsl@jmu.edu">purcelsl@jmu.edu</a></td>
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<td>1st Coordinator Title: Coordinator</td>
<td>1st Coordinator Phone: (540) 568-6793</td>
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<td>2nd Coordinator Title: Dr. Vicki Wise</td>
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</tr>
<tr>
<td>CEO Fax: (540) 568-7800</td>
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Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial & advanced) during the 2006-2007 academic year?

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 2006-2007 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.)

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Section 4. Substantive Changes

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

1. A change in the name of the unit or institution.
2. The status of the institution (e.g., campuses merged, campuses separated, etc.).
3. Changes in key personnel, particularly the unit head, NCATE coordinator, or university/college president.
4. The addition and/or removal of programs.
5. The addition or removal of a level of preparation (e.g., addition of a master's degree or doctoral program).
6. 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.)
7. Significant changes in physical facilities.
8. Significant changes resulting from unforeseen conditions such as natural disasters or health calamities.

3. We have two new NCATE coordinators: the Associate Dean, Steve Purcell and the Assessment Coordinator, Vicki Wise.
7. In 2006, we moved the College of Education to a new location. The old high school, just slightly off main campus, was remodeled and now all our departments are under one roof.
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:

In 2006, we formed a conceptual framework (CF) committee to review our framework. We have changed how we define our CF diversity statement to reflect better our shared meaning of what diversity means for us. The current definition is: "Effective educators and other school professionals set high expectations for students and persist in helping children achieve success. Effective educators understand that students may approach learning differently and are aware of the influence of such factors as learning styles, multiple intelligences, different performance modes, disabilities, and second language acquisition, as well as culture, family and community values. With this understanding, teachers, administrators, and others set appropriate expectations and create learning communities in which individual differences are respected and valued. In addition, they use educational and communication approaches that are sensitive to developmental differences, different learning and performance modes, and make provisions for individual students who have particular needs. Effective educational professionals can also identify and access appropriate services and resources to increase their own repertoire of instructional strategies and support children."

In addition, we are working on updating our CF document with current research regarding best practice.

Section 6. 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.

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)

We have identified our key assessments for all programs related to standard 1. We are in the process of gathering our spring 2007 data into a central location.

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

2. The Reading Specialist program is being revised and is not accepting students at this time. It will begin again in fall 2008 and will be submitted for IRA review during in 2110.

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 have spent the last year reviewing assessment systems. We have identified the features we need in an assessment system:
1. Ability to align the professional education unit Conceptual Framework with SPA standards, NCATE standards, COE objectives, and University Defining Characteristics.
2. Ability to house all unit-level data needed for NCATE as well as data needed for other university and state-level reporting needs.
3. Ability to collect faculty qualifications, performance, and evaluation data.
4. Ability to do online assessments and surveys.
Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

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

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:

None

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:**

This year we are running a series of VOICES panels and COLLOQUIUM for College faculty to build their cultural and global competency and skill in integrating cultural and global competency into the curriculum. By raising competency of faculty and students we hope to build a community in which people for diverse backgrounds (cultures) will fill welcome, valued and represented. It is a starting point which is supported by the literature on recruiting and retaining people from diverse backgrounds/cultures. We are also looking at the existing practicum for each department - the goals and objectives of each practica and the possibility of the practica goals being met in a community placement rather than a classroom - thus expanding our students’ opportunities to immerse themselves into other cultural experiences - broad definition of culture! And we have increased the number of international short term abroad opportunities for students, again resulting in expanded opportunities for cultural emersion.

**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 (Optional).

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**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:**

None

**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.**

None
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: