

# 2016 EPP Annual Report

<b>CAEP ID:</b>	10527	<b>AACTE SID:</b>	1975
<b>Institution:</b>	James Madison University		
<b>Unit:</b>	College of Education		

## Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

## Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2014-2015 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 451

**\*2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

Yes, a program or programs leading to initial teacher certification is currently being offered.

## Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

**We have added a Behavioral Specialist concentration (M.Ed. in Special Education), as well as an M.Ed. in Spanish Language and Culture (dual degree with the Universidad de Salamanca [Spain]).**

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

## Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Employer surveys, graduate surveys, Title II reports:

<http://www.jmu.edu/coe/assessment/index.shtml>

## Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

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

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

1. Efforts to recruit diverse student/candidate population include faculty members serving as ambassadors (Professors in Residence) in diverse communities to inspire potential teachers among under-represented populations. A goal of formal articulation agreements with community colleges through the region is to diversify the population of students who arrive at JMU seeking, among other programs, teacher licensure. Delivery of programs to remote sites and involvement in recruitment activities such as Choices are other strategies employed to recruit students from diverse backgrounds.
2. The college works closely with JMU's Office of HR and Access and Inclusion to ensure that we are recruiting from as diverse a candidate pool as possible. Three faculty vacancies were filled in 2014-15 by individuals from diverse backgrounds. An outcome of our partnership with Morgan State University was the hiring of a math education doctoral fellow - an outgrowth of JMU/MSU Preparing Future Faculty program.
3. We engaged in recruiting prospective teacher-education candidates from the state-wide Teachers for Tomorrow conference.
4. Candidates in the dual-degree Spanish M.Ed. program contributed diversity of language and culture to our student body.

## Section 7. Accreditation Pathway

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

The college continued to examine our clinical partnerships and develop and/or expand collaborative endeavors involving faculty, staff, students, and PK-12 community partners. Throughout 55 divisions/agencies in Virginia, 395 initial licensure candidates completed 717 student-teaching placements, while an additional 950 practicum placements were completed.

The MidValley Consortium, a multi-district/IHE partnership, revised its student teacher evaluation form. Piloting of the revised form is expected to occur during 2014-15. Training was provided to 79 new clinical faculty and refresher training to 212 previously trained faculty.

Our formalized partnership with August County Schools, was supported by Dr. Susan Barnes, and a teacher-in-residence, Ms. Kristi Peery. Site-based delivery of selected courses at the Fort complex continued with plans for expansion to an additional Augusta County campus. The Young Children's Program (YCP) and Harrisonburg City Schools partnership served young children with special needs and provides a model inclusive program for our candidates.

Celebrating its 10th year, the Career Development Academy (CDA) served over 300 adult, immigrants and refugees, providing leveled English classes, career readiness guidance, and cultural immersion experiences, and valuable practicum experiences for teacher licensure candidates. Support for the On The Road Collaborative program resulted in the re-establishment of a community-based organization. It is anticipated that JMU students will once again serve as team leaders and instructional volunteers. As Professors in Residence, Hood Frazier, George Font and Barbara Franklin have established and maintained excellent relations at region-wide schools, bridging the divide between campus and community. In June 2015, elementary education faculty explored residency inspired experiences to provide candidates earlier and more concentrated clinical experiences in challenged schools. Pilot programs will be initiated in 2014-2015.

In response to needs across the Commonwealth, Ed Leadership again expanded its reach by adding new or additional cohorts. The program has now grown to 187 graduate students in 19 cohorts. The 2014-15 (16th annual) SOL-focused Content/Teaching Academy CTA was very successful with an enrollment that exceeded 450+ teachers and other professional educators This year's sessions featured 13 week-long academies for teachers including 6-12 English, Mathematics, ASSET, K-12 ESL, STEM, education media and Adapted PE. A new initial licensure program, K-12 Special Education Adaptive Curriculum, was established when JMU was invited to join the VA Severe Disabilities Consortium. This collaboration with neighboring institutions allows us to provide specialized teacher preparation for students who are traditionally classified as students with severe disabilities.

Placement of practicum students at international schools continues (No. Ireland, Italy, Costa Rica, South Korea).

## Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2016 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.