



**JAMES MADISON**  
UNIVERSITY.



**Professional Education Handbook:**  
*A Guide for Students and Advisors*

Professional Education Unit, College of Education, James Madison University.

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## **Unit-Wide Pre-Professional Programs Guiding Principles**

JMU education programs are working to enact educational justice. These principles guide the entire handbook. As this is an ongoing and evolving process, this handbook was revised with these principles in mind beginning in 2020-21.

### **Definition of Educational Justice**

Educational Justice disrupts, interrupts, and changes systemic inequities in P-12 schools, adult education, and higher education by demanding equal and equitable rights, opportunities, and treatment for all, producing inclusive and equitable participation, power, access, impacts, and outcomes for all groups by embedding educational justice as part of our culture in the College of Education and including diverse people seeking:

- **People** – Black, indigenous, and people of color (BIPOC) leadership, faculty, students, staff, supervisors, and cooperating teachers; attending to identity, voice, and power; upholding dispositions to support diversity.
- **Places** – College of Education, P-12 schools, adult education, higher education, research & scholarship in the public sphere, professional development, internship sites, Harrisonburg & the Shenandoah Valley, JMU community, and international sites.
- **Programs** – Partnerships, internships, P-12 schools, educational technology, funding, and data informed program-related changes.
- **Policies** – Teacher education, CoE departments, student dispositions, grading & rubrics, syllabi, guidelines for tenure and promotion, representation in materials, discipline, and gathering student feedback.
- **Processes** – Standardized testing and measurement, data informed decision-making, hiring, curriculum development, budget & planning, and properly trained site-based management.

### **Student Responsibility and Accountability**

It is the responsibility of each student, as a teacher candidate, to become and remain aware of all applicable requirements, deadlines, and provisions that may apply for admission to and successful completion of a program. The university catalogs, the Education Support Center website and JMU notifications present the requirements, information, and regulations in effect at the time of publication. The faculty advisor should also be considered an important source of up-to-date information.

**Note:** Requirements in this Handbook are subject to change in accordance with policies and guidelines implemented by the JMU Professional Education Coordinating Council (see below), the Virginia Department of Education and the Virginia Board of Education.

### **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 coordinators or representatives of all initial licensure and advanced study programs in education, school representatives, 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 and will designate a member of the Dean's Office to serve as chair of PECC.

### **James Madison University Honor Code**

Students shall observe complete honesty in all academic matters.

For information on the JMU honor code, refer to the JMU Honor Council website:

<http://www.jmu.edu/honor/code.shtml>

### **Professional Dispositions and Ethics**

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. As part of this mission, professional dispositions and ethical decision making are equally as important as demonstrating quality pedagogy and content knowledge. Professional, ethical and dispositional behaviors will be evaluated during coursework and all field experiences. Expectations for professional, ethical and dispositional behaviors must be met for progression and completion of the program. Each education program will have specific guidelines for measuring professional dispositions and ethics. For more information on Ethical Reasoning in Action, refer to: <http://www.jmu.edu/mc/>

### **Dress Code (Professional Appearance)**

Professional dress is expected when an education candidate is visiting or working in JMU partnership schools or representing JMU in professional engagements. Candidates should consult and adhere to the dress code guidelines set by school administrators, divisions and/or agencies. If you have any questions or concerns, contact your program advisor.

### **Conceptual Framework**

This 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. We use the following standards of our profession as our guide:

- CAEP (Council for the Accreditation of Educator Preparation) Standards
- InTASC (Interstate Teacher Assessment and Support Consortium) Standards
- Professional Association and Professional Accreditation Standards
- Virginia Performance Standards
- Educational Justice

### **Accreditation of Approved Professional Education Preparation Programs**

The pre-professional teacher education programs at James Madison University are nationally accredited and have been developed in accordance with the guidelines of the [Council for the Accreditation of Educator Preparation](#) (CAEP) (formerly NCATE) and approved by the [Virginia Department of Education](#) (VDOE). JMU is a regionally accredited university. Completion of a licensure program prepares students for [licensure in Virginia](#).

### **Full Disclosure Statement**

Professional behaviors are expected of all teacher candidates for initial licensure to teach in Virginia. Education programs are aligned with [Virginia's licensure requirements](#); therefore, we require that you disclose in a written email [any pending misdemeanor, felony charges, or convictions](#) within one week to either your advisor/area coordinator or Academic Unit Head, and/or the Director of the Education Support Center (ESC). The Director of the ESC will guide the disclosure process which is in place to work with the candidate on a case-by-case basis to discuss if and how this might impact the candidate's program progression, field experience, and pathway to licensure.

### **Virginia Department of Education Licensure Regulations for School Personnel**

Title 8 of the Administrative Code of Virginia grants the Board of Education the authority to prescribe the requirements for licensure of teachers. The Board of Education approves the Regulations governing the Licensure of Instructional Personnel. The Regulations stipulate that the Board of Education may deny a teaching license for the following reasons:

1. Obtaining or attempting to obtain a license by fraudulent means or through misrepresentation of material facts;
2. Falsification of school records, documents, statistics, or reports;
3. Conviction of any felony;
4. Conviction of any misdemeanor involving moral turpitude;
5. Conviction of any misdemeanor involving a student or minor;
6. Conviction of any misdemeanor involving drugs (not alcohol);
7. Conduct with direct and detrimental effect on the health, welfare, discipline, or morale of a student or minor;
8. Misapplication of or failure to account for school funds or other school properties with which the licensee has been entrusted;
9. Acts related to secure mandatory tests as specified in subsection A of § 22.1-292.1 of the Code of Virginia;
10. Knowingly and willfully with the intent to compromise the outcome of an athletic competition procure, sell, or administer anabolic steroids or cause such drugs to be procured, sold, or administered to a student who is a member of a school athletic team, or fail to report the use of such drugs by a student to the school principal and division superintendent as required by clause (iii) of subsection A of § 22.1-279.3:1 of the Code

of Virginia. Any person whose license is suspended or revoked by the board pursuant to this section shall be ineligible for three school years for employment in the public schools of the Commonwealth;

11. Revocation, suspension, surrender, cancellation, invalidation, or denial of, or other adverse action against, a teaching, administrator, pupil personnel services, or other education-related certificate or license by another state, territory, or country; or denial of an application for any such certificate or license;
12. Founded case of child abuse or neglect after all administrative appeals have been exhausted;
13. Notification of dismissal or resignation pursuant to subsection F of § 22.1-313 of the Code of Virginia; or
14. Other good and just cause in the best interest of the public schools of the Commonwealth of Virginia.

Source: <https://law.lis.virginia.gov/admincode/title8/agency20/chapter23/section720/>

For more information refer to the Virginia Department of Education's Licensure Regulations for School Personnel online. - need to update the hyperlink to Chapter 23 -

<https://law.lis.virginia.gov/admincode/title8/agency20/chapter23/>

## **Advising - How do I begin?**

### **Education Program Academic Advising**

After declaring a Teacher Licensure program, students must meet with their academic advisors which can be found in MyMadison. Students are assigned to an education advisor based upon the teacher licensure area they wish to pursue. If students are interested in becoming a teacher, they should inform their first year or transfer advisor at orientation and declare the appropriate major. For students who decide to switch to an education program or for post-baccalaureate programs, contact the education coordinator of the education program to add the program. Refer to the list of programs on the College of Education website at: <http://www.jmu.edu/coe/academics.shtml>.

### **Teacher Education Admissions Advising**

Students interested in teacher education will need to complete the teacher education admissions process as indicated on page 8. Advising on the Teacher Education application process can be provided by an education advisor or peer advisor in the Education Support Center located in Memorial Hall, room 7230.

### **Financial Aid & Scholarships**

JMU offers financial aid, grants and scholarships to students. Similar to loan programs, there are various types of grants and scholarships that students may receive, according to select criteria, eligibility and need. To learn more see [JMU Financial Aid and Scholarship](#).

The College of Education and Education Programs offer scholarship opportunities annually. Read all email notifications carefully for details about applying.

### **Costs of Teacher Education**

There are additional costs associated with the process of becoming a teacher, for more information refer to: <https://www.jmu.edu/coe/esc/files/teacher-ed-costs>.

### **JMU Teacher Licensure Programs**

Students interested in teacher licensure will enroll in a pre-professional education program and will complete all of the requirements for the teacher education program. Depending on the field of study, initial licensure is earned at the bachelor's (4 year programs) or master's level (for 5 year programs; includes bachelor's degree). Questions regarding a major field of study or education program should be directed to the appropriate academic unit head or coordinator.

Refer to the list of licensure programs on the College of Education website at:

<http://www.jmu.edu/coe/academics.shtml>.

The major fields of study and education programs have individual standards for academic and professional performance. Students should refer to the [JMU course catalog](#) for information on these requirements. Students completing a licensure program that includes a graduate component (JMU 5 year education program) should consult the [JMU graduate catalog](#) for requirements for satisfactory completion of graduate coursework. Individual education programs have specific standards for graduate school that include GPA and/or passing [assessment requirements for Virginia licensure](#) and other requirements.

Program **completion** means satisfying all requirements for licensure including coursework, an earned degree, and all required professional teacher assessments as prescribed by the Virginia Board of Education.

### **Add-on and Additional Endorsements for Virginia Teacher Licensure**

Add-on endorsements can be added when applying for teacher licensure. Students who wish to seek an add-on endorsement must complete the requirements for the endorsement. Questions regarding the coursework for add-on licensure should be addressed to the appropriate academic unit head or program coordinator. If a course waiver is obtained, a copy should be sent to the [Education Support Center](#) (ESC) to keep on record for when the teacher candidate applies for licensure.

Additional endorsements are sometimes available if the courses for an additional area with specific requirements are met or based on a passing score on a Praxis Subject Assessment in some licensure areas. Check with your education advisor or the licensure coordinator in the Education Support Center with questions.

### **Admission to Teacher Education**

The following are criteria for admission to and retention in teacher education for 4 year, 5 year, and post-baccalaureate programs. These requirements must be completed to take upper level education classes and to student teach. Applications will be processed according to the following schedule:

<b>Application form received by ESC</b> (see requirement 1)	<b>Application Cohort</b> (date designates when student applied for teacher education)	<b>Complete all teacher education requirements</b> (see requirements 2-6)	<b>Anticipated Acceptance*</b> (meet all requirements for teacher education)
1/16 – 4/15	April 15	4/25 – 10/1	October 1
4/16 – 7/15	July 15	7/25 – 1/1	January 1
7/16 – 10/15	October 15	10/25 – 4/1	April 1
10/16 – 1/15	January 15	1/25 – 7/1	July 1

Student Administration is the data management system used to track data for admission, field experience and student teaching. Candidates complete these requirements to Apply to Teacher Education:

1. Apply – This requirement must be completed **first** in order to track education candidates, all other requirements can be completed in any order thereafter:
  - Complete the [Teacher Education Application](#) form. The student and education advisor sign the form, then the student will submit the form to the [Education Support Center](#).
  - Declare major and teaching concentration minor. The form is available on the following website: [Declare your major or minor form](#).
2. Entry Assessments – Entry assessments are required for entry into a teacher education program. These tests assess academic skills in reading, writing and mathematics and were designed to measure basic knowledge and skills of the teacher education candidate.
  - [Virginia Communication and Literacy Assessment® \(VCLA™\)](#) Computer-based test (CBT)
    - Reading subtest (091): approximately 40 multiple-choice items
    - Writing subtest (092): approximately 40 multiple-choice items, 3 short-answer items, 1 written summary assignment, and 1 written composition assignment
    - Composite score of 470 required to pass
  - ALEKS math placement exam with a score of 46 or higher or [Praxis Core Academic Skills for Educators Mathematics](#) - (Test Code: 5733), minimum test score: 150 or one of the following substitute tests:
    - ACT Math score of 22
    - SAT Math score of 560 (if taken on or after 3/1/16) or SAT Math score of 530 (if taken between 4/1/95 – 2/29/16)
3. Grades/GPA –
  - Complete the following JMU course requirements (or equivalents) with a minimum grade of “C”:
    - a. WRTC 103,
    - b. PSYC 160 or EDUC 175,

c. EDUC 200.

- Classes should appear on a JMU transcript. If any of the above classes were taken at another institution and cannot be transferred to your JMU transcript, then a transcript from the other institution must be submitted to the Education Support Center.
- Have and maintain a grade point average of 2.5 or higher. Failure to have and maintain a GPA of 2.5 may result in a delay in completing the teacher education program, probationary status or dismissal from the program (*see continuance in teacher education, page 9*). A teacher candidate may apply without a 2.5 GPA; however, the candidate will not be accepted until the 2.5 GPA or higher is achieved.

4. References –

- [Professional references](#) must be completed electronically from a person who has known the teacher candidate for at least 6 months or longer in a professional capacity. Friends, family members or fellow classmates may not complete references. Letters of reference cannot be substituted for the reference form.

5. Trainings – submit a copy of the certificates to the Education Support Center –

- First Aid/CPR/AED certification
- [Child Abuse Prevention Training](#) (CAP) certification
- [Cultural Competency Training](#) certification

6. Complete the pre-professional self-assessment. The pre-professional assessment is a measure of the teacher candidate's ability to: demonstrate strategies rooted in the belief all children can learn; work with professional colleagues, parents and students in an educational setting; and overall professional skills and work ethic.

After all teacher education requirements are completed, the candidate will receive e-mail notification of acceptance from the Education Support Center.

**Disclosure Requirements:** See Full Disclosure Statement, p. 5

### **Transfer, Graduate (post-baccalaureate) or Licensure-only Candidates**

The following are criteria for admission to and retention in teacher education for transfer students, graduate students (not in JMU 5 year program) or licensure only candidates.

1. Program of Study letter from the student's academic advisor that includes a list of required courses for licensure.
2. Copy of transcripts from other colleges or universities and submit to the Education Support Center.
3. Admission to Teacher Education (as indicated above).

**Notes:** Transfer and post-baccalaureate students entering their first semester may be temporarily assigned acceptance status for class registration; the status will be changed back to "not accepted" after the registration period.

### **Monitoring The Candidate's Status for Acceptance into Teacher Education**

Applicants for enrollment and participation in teacher education experiences may be placed in one of the following categories:

1. **Application Received-** applied, but not yet accepted
2. **Accepted-** met requirements to continue in program
3. **Cleared for Student Teaching-** met requirements to begin student teaching
4. **On probation-** after prior acceptance, but now shows deficiencies
5. **Dismissed-** after prior acceptance, but no longer permitted to continue in program
6. **Quit-** the candidate no longer wishes to pursue teacher education and has quit the program

When an application is processed and the information is entered in the Teacher Education System (TED), students will be emailed status updates bi-monthly. The candidate's GPA is reviewed to ensure that a 2.5 GPA is maintained. Students meeting Teacher Education requirements will receive an email notification that they are fully accepted.



## **Continuance in Teacher Education**

Candidates who have been admitted into teacher education programs must continue to meet all criteria required for admission throughout their course of study. Failure to maintain the standards of academic performance (including a 2.5 GPA) and/or failure to demonstrate skills, behavior, and dispositions specified by the respective program and the teacher education unit may result in probationary status or dismissal from the program.

## **Registering for Education Classes**

Acceptance to teacher education is a requirement for certain upper level education classes. Therefore, the education candidate will be “blocked” from registering for certain education classes until they are accepted in teacher education.

A transfer or post-baccalaureate student who is not accepted to teacher education can be *temporarily* unblocked to take “blocked” courses during the first semester. Immediately after registering, the student will be blocked from taking further education classes until they are fully accepted into teacher education. All other candidates who wish to take a “blocked” class prior to acceptance into teacher education must file an appeal with Admission, Retention, and Exit Committee. (*see Appeals information, page 16*).

## **Field Experiences in Teacher Education** **Practicum**

Observations and practicum placements are vital components of the learning process at JMU. Contact between students and a school provide a valuable, hands-on professional experience, and enhance the relationship between the university and the community.

We are committed to providing, for all candidates, rich experiences in diverse settings to support their success in working with all students. Candidates can expect to be placed in a range of classrooms and educational settings throughout their professional education program that reflect the demographics of our communities and beyond. All locations used for placements are categorized based on characteristics that reflect diversity, such as socio-economic levels, rural vs. urban designation and diversity of race, culture, and languages spoken present in the schools. Every attempt is made to provide opportunities for each candidate to experience as broad a spectrum of experiences as possible. Note: 2+2 BIS students are permitted to be placed in the same schools in which they are employed.

Some of the placements are available within our local city school division and others may be in communities within a commutable distance. Therefore, candidates need to be aware that travel to schools outside of the immediate community may be required for their program. Placements do take time as we contact schools for permission to schedule observations and practica. In order to facilitate the process, the Education Support Center maintains detailed information on schools and teachers who support our programs.

In lieu of an additional background check, students will need to submit a completed practicum form to the Education Support Center by the 2nd Friday of the semester in which they are placed for practicum. Practicum information forms can be found on the ESC website. See Full Disclosure Statement, p. 5.

## **Student Teaching**

### **Application**

In recognizing the professional nature of *all* student teaching experiences, JMU teacher education programs refer to student teaching *positions*, rather than placements. As part of the placement *process*, student teachers must apply to student teach. Additionally, they may also be asked to share transcripts with or to have an interview with a prospective cooperating teacher and/or principal. In all cases, however, student teaching materials will be reviewed and evaluated by school division personnel before teacher candidates are accepted into school divisions and schools for student teaching positions.

*To be considered for student teaching you must submit a complete application.*

Applications for student teaching positions are due on or before October 31 **one year prior to student teaching**. [Instructions and Templates](#) for the ST application includes an application, the Student Teaching Profile, and signed Student Teaching Guidelines. Status in teacher education will be reviewed regularly and any deficiencies must be corrected before a student teaching placement is requested.

## Eligibility for Student Teaching

Students must meet all of the criteria below by May 15 for fall student teaching and November 10 for spring student teaching. Student teaching positions will not be requested for students who fail to meet these deadlines.

To be approved for student teaching, all candidates must:

- Be fully admitted to a teacher education program.
- Attend a mandatory student teaching information session and apply for student teaching.
- Complete all course work, assessments, certificates, and stated requirements prior to student teaching.
- Be recommended 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 dated within **six months** of your placement dates. Note: 2+2 BIS students may not need to submit TB. Please check with program coordinator.
- Meet any specific school division policies, which may include: a different TB policy than above, an additional application form, a personal interview, and/or a background check. The ESC will provide information about specific school division policies, but students are responsible for completing the additional requirements.

## Placement Process

We are committed to providing rich experiences in diverse settings for all candidates to support their success in working with all students. Candidates can expect to be placed in a range of classrooms and educational settings throughout their professional education program that reflect the demographics of our communities and beyond. All locations used for placements are categorized based on characteristics that reflect diversity, such as socio-economic levels, rural vs. urban designation and diversity of cultures and languages present in the schools. Every attempt is made to provide opportunities for each candidate to experience as broad a spectrum of experiences as possible. Some of the placements are available within our local city school division and others may be in communities within a commutable distance. Therefore, candidates need to be aware that travel to schools outside of the immediate community may be required for their program.

Once completed applications have been received, reviewed and approved, placement requests are sent to the school systems. The ESC works closely with area school systems to request the most appropriate placements with highly qualified cooperating teachers.

Note: Student teachers may not request positions in specific school divisions, at specific schools, or with specific teachers. Each school system processes applications and secures placements in a unique way, thus the ESC cannot predict when positions will be confirmed. Please see [Student Teaching Guidelines](#) for further information.

Placements are requested according to the following guidelines:

- Local field placements are made in accredited Virginia public schools, private schools and programs, and agencies within approximately one hour's driving distance from campus.
- Some programs also place students in northern Virginia, Richmond, and/or Tidewater.
- Other local and non-local sites may be assigned in accordance with individual program needs.
- Non-local in-state sites may be available for certain programs. The decision to make out-of-area placements is based on a number of factors including programmatic, financial, supervision quality, and student teacher concerns.
- Out-of-state student teaching placements are not an option for any program at this time; however, International Student Teaching experiences made through [Educator's Abroad](#) may be an option for one placement based on program approval – see [application process](#) on the ESC website.
- All student teachers are responsible for their own housing and transportation, including during JMU's scheduled spring break when dorms are closed.
- Student teaching is a full-time experience and students should not take additional course work during student teaching.
- During the student teaching period, students must be on-site according to the school division's (not the university's) schedule and calendar in regards to school day beginning and ending times, vacation days, holidays, workdays, inclement weather make-up days, etc.

## Student Teaching Meetings

The ESC conducts three *required* meetings to help students get the most out of their student teaching experience. Please check the ESC website and teacher education bulletin boards across campus for date, time, and location as details become available.

Type of Meeting	Purpose	Fall Student Teachers	Spring Student Teachers
Information	Specific details about applying for student teaching, writing cover letters, resumes, etc.	Before Oct. application deadline	Before Oct. application deadline
Orientation	Important information about student teaching placements, paper work, evaluations, etc.	April before student teaching	November before student teaching
Conference	Professional conference covering student teaching issues, getting a license, applying for jobs, etc.	October during student teaching	March during student teaching

## Student Teaching Requirements

The Student Teaching Performance Guide and the supervisor's syllabus outline the requirements and criteria for evaluation and successful completion of student teaching. The [performance guide](#) should be reviewed and can be downloaded from the [ESC website](#) before beginning student teaching. Specific policies related to student teaching are found in section 3 of the Performance Guide. Students will also complete an Ethical Reasoning survey requirement during student teaching and will attend the Student Teaching Conference. Many student teaching forms (see section 4 of the Performance Guide) will be completed in the Shared Folder. Students will receive formative feedback through regular observations and a mid-block assessment performed by their cooperating teacher and university supervisor. Additionally, a summative final assessment evaluates student teachers as described for each subject/content area in reference guides. Undergraduate students receive a course grade of "C" (Credit) or "NC" (No Credit) for the student teaching experience. Graduate students receive a course grade of "S" (Satisfactory) or "U" (Unsatisfactory).

## Performance and/or Dispositional Concerns during Field Experience

If a candidate is failing to meet expectations related to performance and/or professional dispositions, in order to receive a passing, satisfactory, or credit grade during field experience, the candidate will be put on an intervention plan to help scaffold them for success as outlined in "Probationary Status" (see [Probationary Status or Dismissal Procedures](#), p. 15).

In the event that a candidate is removed from a placement by the cooperating teacher and school-based administrator due to performance and/or professional disposition concerns, the program will determine steps going forward. Removal may constitute an automatic failure to complete the field experience since it was terminated, and may be grounds for dismissal. If the program believes this termination from the placement was unwarranted, they may choose to put the student on probationary status with an intervention plan in place.

## Reporting Issues/Concerns during Field Experience

Making sure the student is in a safe place and an effective learning environment takes precedence in all field experiences. The following process is used when a student has indicated a concern in a placement during field experiences.

1. Report Initial Issue(s) - Student initiates a concern regarding an issue experienced in the field. Students may share their concern with faculty, advisor, university supervisor, the Academic Unit Head, program coordinator/director, Director of Teacher Education, etc. This identified faculty member will serve as the student's selected advocate.
2. Identify Issue - If a faculty member, staff member, or the College of Education diversity council is alerted to an issue related to a concern from a teacher candidate in the field - they need to immediately make their AUH aware. The AUH and the faculty or staff member will meet with the Director of Teacher Education to discuss the issue. If the student is comfortable with sharing their experience, they can attend the meeting or meet separately with the Director of Teacher Education.
3. Document the Issue - Submit a written report detailing the issue(s), using the incident form housed within the Education Support Center, Memorial Hall 7230/40.

4. Evaluate Options - The Director of Teacher Education will evaluate options with the AUH and Faculty member for handling the situation as it relates to the student's best interests:  
Depending on the nature of the issue(s) this may include:
  - o intervention with a supervisor, student, and/or cooperating teacher
  - o changing the student's placement
 Partnership communication – The Director of Teacher Education will schedule an appointment to meet with the school based administrator to report any serious issue(s).
5. Partnership Meeting – During the meeting the Director of Teacher Education and School-based administrator (other pertinent parties, to include a student selected advocate, if needed) will share decisions and discuss the issue(s) of concern.

### **Applying for Virginia Teacher Licensure**

When all program requirements are met, student teaching is satisfactorily completed and the Virginia required licensure assessments listed below are passed, the candidate may apply for a Virginia teaching license.

In Virginia, professionals (i.e. teachers) receive one license and can receive one or more endorsement(s) on that license – see [https://www.jmu.edu/coe/esc/files/Licensure\\_Information.pdf](https://www.jmu.edu/coe/esc/files/Licensure_Information.pdf).

- o Collegiate Professional License – if baccalaureate degree is earned
- o Postgraduate Professional License – if graduate degree is earned

In order to apply for a license in Virginia upon completion of an education program, candidates can submit their licensure packets through:

- 1) The Education Support Center (ESC) – the ESC will collect all materials and support candidates in submitting a complete application to the Virginia Department of Education (VDOE) based on state requirements for licensure;
- 2) Licensure Designee in School Division – a candidate who is hired to a position in Virginia can apply for licensure through their Human Resource department. The candidate will need to make a request to the ESC to complete a College Verification Form.

The process for applying for a Virginia Teacher License is reviewed during the Student Teaching Conference. A separate meeting will be provided for 2+2 BIS students.

Applications for Virginia Teaching Licensure can be processed after the ESC receives a complete packet including an official JMU transcript. Degrees will be posted by the Registrar after graduation (which can take up to 4-6 weeks). However, the remaining documents for the Virginia Teaching License can be submitted prior to graduation. Applications are processed at the ESC and sent to the Virginia Department of Education (VDOE) within about 2-3 weeks of receipt of a completed packet including transcripts. Licenses are processed at the VDOE within about 4-6 weeks.

If a student has any questions or concerns, or needs any support in this process, please contact the Education Support Center at [teacher-ed@jmu.edu](mailto:teacher-ed@jmu.edu) or 540-568-6274.

**Applying for Licensure Checklist** – see <https://www.jmu.edu/coe/esc/files/Applying-Initial-Licensure-1.pdf>

1. VDOE Licensure Application (online or paper)
2. Verification Form – part I completed
3. Application Fee: **In-State Fee:** \$100.00 **Out-of-State fee:** \$150.00
4. Official Transcripts from James Madison University and any institutions other than JMU (if applicable).
  - a. Official transcripts from institutions other than JMU are required for **all completed degrees** and/or **transfer credit that is not found on the JMU transcript**.
  - b. A transcript from another institution is not needed for coursework that transferred to JMU as transfer credit and appears on your JMU transcript.
5. Copies of assessments:
  - a. Virginia Communication and Literacy Assessment (VCLA) score report.
  - b. Praxis Subject Assessment score(s) report (if applicable).
  - c. Praxis Teaching Reading: Elementary [or Reading for Virginia Educators (RVE)] score report (if applicable).
6. Copy of documentation of first aid/CPR/AED training (CPR must be done in person), Dyslexia certificate,

Restraint and Seclusion certificate, and Cultural Competency certificate.

7. Request for Add-on Endorsement form (if applicable).

If a candidate only needs a verification form because they are applying through their school division designee, then information for the process can be found on the Education Support Center website see <https://www.jmu.edu/coe/esc/files/Applying-Initial-Licensure-1.pdf>

## **Out-of-State Licensure**

Students who complete JMU's teacher education program are eligible for a Virginia Teaching license. To apply for a teaching license in state other than Virginia consult: [www.certificationmap.com](http://www.certificationmap.com). For an out of state verification form see <https://www.jmu.edu/coe/esc/files/Out-of-State-Licensure-Information.pdf>

## **Letters of Eligibility**

Letters of eligibility may be written for students who have completed a licensure program but have not yet received their license. Students receive a letter of eligibility during the student teaching conference.

## **Assessments Required for Virginia Teacher Licensure**

JMU Education Programs prepare students for licensure in Virginia. In order to successfully complete programs, these assessments are required to be met. Depending on the program, different assessments are required.

### **PRAXIS Subject Assessments**

PRAXIS Subject Assessments evaluate content knowledge in the subject the teacher candidate will teach and is a requirement for initial licensure. In addition, the PRAXIS Subject Assessment is a requirement for student teaching for certain JMU teacher education programs. Teacher education candidates will need to consult their education program advisor for program requirements.

Changes in the specialty area tests may occur over the next several years. Teacher candidates should have the most recent information before registering for the test. Information on the PRAXIS Subject Assessments required by the Virginia Board of Education can be found in the following link: [VDOE Assessment Requirements for Virginia Licensure](#)

Information on registration, fees, administration, testing centers and other information for the PRAXIS Subject Assessments can be found on the ETS website: <http://www.ets.org/praxis/va/requirements>

### **Virginia Communication and Literacy Assessment (VCLA)**

A passing composite score of **470** on the VCLA test for reading and writing test is required for initial Virginia teacher licensure for ALL programs. Information on registration, fees, administration, testing centers and other information can be found on the following website: <http://www.va.nesinc.com/>. This assessment is generally met at the time of acceptance into teacher education.

### **PRAXIS Teaching Reading: Elementary** (previously RVE)

This is a reading assessment prescribed by the Virginia Board of Education for individuals seeking the following endorsements unless the exemption criteria (see <https://vdoe.prod.govaccess.org/home/showdocument?id=2708> for details) are met:

- (1) An initial Virginia license with the following endorsements: Early/Primary prek-3, Elementary Education prek-6, Special Education- General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments;  
Test Code **5205** for computer; passing score: **159**
- (2) An endorsement as a reading specialist;  
Test Code **5302** for computer delivered; passing score: **162**.

Information on registration, fees, administration, testing centers and other information can be found on the ETS website: <http://www.ets.org/praxis/va/requirements>

## **Virginia Licensed Teachers Requesting an Additional Endorsement**

Virginia Teaching Licensed teachers who have completed a program and are requesting an additional endorsement to their teaching license will submit their application through their HR department. They should [submit a request](#) to the Education Support Center for a College Verification Form which can be completed



once the certificate or degree has posted to their JMU transcript.

## **Post-JMU Teacher Education**

It is our hope that we can keep in touch with students following program completion to obtain permanent contact information and information about employment. These requests may be in the form of a mailed postcard and/or a web survey. We hope to have cooperation from our graduates in gathering this information so that we will be able to maintain up-to-date and accurate information about the placement rates of our graduates. At times, surveys may be sent to candidates before graduation to obtain information about processes and program quality. We hope that responses will be honest and timely.

## **Admission, Retention and Dismissal Procedures for Teacher Education**

### **Admission into Teacher Education**

Students must meet all admission requirements for teacher education in order to take education classes in their declared education program. If a student has missing requirements they must complete them prior to registering for education classes. The Education Support Center (ESC) maintains the database that allows the student's College of Education (COE) advisor and the student to monitor the student's progress towards admission into teacher education.

### **Appeals for Admission into Teacher Education**

A student who has not met all of the admission requirements can appeal to be allowed to begin education coursework while completing the admission requirements.

1. Students must submit the [Appeal of Admission and Retention Status Form](#) to their education program **one month PRIOR to the start of the semester** in which they want to enroll in education coursework (i.e. August 1 for fall enrollment; December 1 for spring enrollment). The student should attach a written explanation of reasons for their failure to complete all admission requirements and include any relevant documentation.
2. **By Monday one week prior to the first week of classes**, the program's appeals committee will review any appeals and record a response on the original form. The original form, with the program's written response, is sent to the student for a signature. A copy of the form with student signature is sent to the ESC.
3. The program will make a decision on a student's status based on the following options:
  - a. Conditionally Admitted - student will need to meet all admission requirements by end of semester and may be required to meet with program representatives to develop an intervention plan.
  - b. Not Admitted – the student will not be able to begin education coursework. Students have the opportunity to apply again the following semester.
4. The student can request an appeal of the program decision by indicating this request on the bottom of the appeal form and returning it to the Education Support Center no later than the **Wednesday of the 1<sup>st</sup> week of the semester** in which the appeal was filed.
5. Appeals of program admission decisions are sent to the Professional Education Admission, Retention and Exit (A.R. & E) Committee. The A.R. & E Committee is a standing Professional Education Unit committee, chaired by the Assistant Dean of the CoE and comprised of an ESC representative and at least 4 faculty representatives of the program appeals committees, and, in the case of undergraduate appeals, a faculty member from one of the majors prescribed for teacher education students. The A.R. & E Committee reviews the program decision based on matters of due process and equity. The A.R. & E Committee will meet and notify the student and the program of the committee's decision **by Monday of the 2<sup>nd</sup> week of classes**.
6. The student can appeal the A.R.&E Committee's decision to the dean of the COE. **This appeal must be filed with the dean no later than Friday of the 2<sup>nd</sup> week of classes**. There is no further review beyond college dean.

### **Retention in Teacher Education**

Candidates who have been admitted into teacher education programs must continue to meet all criteria that

were required for admission throughout their course of study. Programs monitor GPA, course grades, professional and dispositional behaviors, and other program expectations. Failure to maintain the standards of academic performance and failure to demonstrate skills, behaviors, and dispositions specified by the respective program and the teacher education unit may result in **probationary status** or **dismissal** from the program.

### **Probationary Status or Dismissal Procedures**

Individual faculty members who question the competency and/or professional and dispositional behaviors of a candidate related to any of the criteria for admission and retention or other relevant professional performance standards should notify, in writing, the appropriate academic unit head or program coordinator. If the academic unit head or program coordinator considers the concerns to be serious enough, they should request a review of the candidate's overall performance by a program appeals committee. The academic unit head/education program coordinator may invite other faculty to take part in the review. This review **should take place no later than 10 academic calendar days from the original notification**. The candidate should be invited to meet with committee and should be informed, in writing, of the nature of the concerns. A program appeals committee may make a decision to recommend one of three courses of action

- The candidate will be allowed to continue in the program based on the decision that the candidate's performance is satisfactory or above.
- The candidate, due to poor or unsatisfactory performance, behavior and/or disposition will be assigned **probationary status**. Probationary status may include suspension of enrollment in teacher education courses.
- The candidate, due to failure to meet requirements of a prior intervention plan with expectations for improvement OR due to a serious act of unprofessional behavior or moral turpitude, will be **dismissed** from the program and from teacher education. Any dismissal recommendation will be referred to the Professional Education Admission, Retention and Exit Committee and the ESC will be notified.

After a decision is made, the candidate should be informed, in writing, of the recommendation and of their options for appeal by the academic unit head/program coordinator.

### **Probationary Status**

When a candidate is placed on **probation**, the academic unit head or program coordinator will notify the student, in writing, of the reason(s) for the decision. The notification will include a description of the process to appeal for continuance in the program with applicable deadlines.

The education program advisor and/or the academic unit head or program coordinator, with program faculty input, should develop an intervention plan that identifies (1) the areas of concern; (2) a remediation or corrective plan; (3) expectations for satisfactory performance; (4) a monitoring process, and (5) a timeline for each action and product. The candidate should be informed of the possible impact of the probationary status on the candidate's scheduling of student teaching, program completion, and related events. The probationary intervention plan should be written and a copy provided to the candidate and to the Education Support Center (ESC) within two weeks (or ten working days) of the probationary decision. At the end of the probationary period as specified in the intervention plan, the program Student Appeal Committee will review the candidate's progress and may recommend that the candidate's status be changed to **accepted**, **extended probationary** (with an updated plan), or **dismissed**. The candidate should be invited to this meeting and informed, in writing, of the committee's decision and the appeal process.

### **Appeals of Probationary Status**

1. A candidate who is recommended for probationary status may appeal to the Professional Education Admission, Retention and Exit (A.R. & E) Committee.
2. The A.R. & E Committee is a standing Professional Education Unit committee, chaired by the Assistant Dean of the CoE and comprised of an ESC representative and at least 4 faculty representatives of the

program appeals committees, and, in the case of undergraduate appeals, a faculty member from one of the majors prescribed for teacher education students. During regular academic semesters, the Chair of the A.R. & E Committee will convene the committee **within 10 days of receipt of the appeal** and will invite the candidate and the academic unit head or program coordinator (or a designee) to meet with the committee and present evidence in support of their positions and to respond to questions committee members may have concerning the matter. The A.R. & E Committee Chair will notify the candidate, the academic unit head or program coordinator, and the director of ESC of the A.R. & E. Committee's decision within 5 working days of the meeting.

3. The student can appeal the A.R.&E Committee's decision to the dean of the COE. **This appeal must be filed with the dean no later than 10 working days after the A.R.E. Committee's decision.** There is no further review beyond college dean. The entire process will not extend past the end of the semester in which the original appeals was filed.

### **Dismissal from Teacher Education**

When a candidate is recommended for dismissal from teacher education, the academic unit head or program coordinator will notify the Education Support Center (ESC), and the candidate of the decision in writing. The academic unit head will notify the student, in writing, of the reason(s) for termination. The notification will include a description of the process to appeal for continuance in the program with applicable deadlines.

### **Appeals of Dismissal**

1. If a student is dismissed from the program, they may appeal the decision to the Professional Education A.R. & E Committee. In this appeal, the student must address the issues outlined in writing point by point in the notification of dismissal. The student will have two weeks (10 workdays) after receiving notification of the decision to submit a written appeal to ESC (for transmittal to the A.R. & E Chair).
2. The A.R. & E Committee is a standing Professional Education Unit committee, chaired by the Assistant Dean of the CoE and comprised of an ESC representative and at least 4 faculty representatives of the program appeals committees, and, in the case of undergraduate appeals, a faculty member from one of the majors prescribed for teacher education students. During regular academic semesters, the Chair of the A.R. & E Committee will convene the committee **within 10 days of receipt of the appeal** and will invite the candidate and the academic unit head or program coordinator (or a designee) to meet with the committee and present evidence in support of their positions and to respond to questions committee members may have concerning the matter. The A.R. & E Committee Chair will notify the candidate, the academic unit head or program coordinator, and the director of ESC of the A.R. & E. Committee's decision within 5 working days of the meeting.
3. The student can appeal the A.R.&E Committee's decision to the dean of the COE. **This appeal must be filed with the dean no later than 10 working days after the A.R.E. Committee's decision.** There is no further review beyond college dean. The entire process will not extend past the end of the semester in which the original appeals was filed.

### **Readmission after Dismissal**

Students who have been dismissed from the teacher education program for any reason and want to be readmitted must wait at least one full calendar year to reapply for admission to teacher education. The A.R. & E Committee must review and render a decision on all applications for readmission to ensure that conditions that caused the earlier dismissal are no longer a concern.

### **University Requirements for Continuance**

Candidates who fail to meet prerequisite coursework requirements and/or fail to meet university requirements for continuance as undergraduates or graduate students are subject to university policies and procedures.

### **JMU Student Complaints**

The University Policy Committee has a policy for recording and collecting written student complaints across all divisions of the university. Refer to [JMU student complaint policy](#) for complete information.

## **Teacher Education Admissions - Frequently Asked Questions**

### ***I want to be a teacher, how do I begin in an education program?***

If students are interested in becoming a teacher, they should inform their first year or transfer advisor at orientation or contact the education coordinator for the [licensure program](#) they are interested in.

### ***What will be my major?***

Students interested in teacher licensure will major and/or minor in an education program. For a list of the major fields of study and education programs see the [JMU Course Catalog](#).

### ***Will I complete the teacher education program in 4 or 5 years?***

Depending on the field of study, initial licensure is earned at the bachelor's (4 year programs) or master's level (5 year programs; includes bachelor's degree). For a list of programs see the [JMU Course Catalog](#).

### ***What is the difference between teacher education and an education program?***

Teacher Education refers to the [Virginia Department of Education](#) requirements for teacher licensure. This includes the application requirements for teacher education and field experiences. For information on teacher education process see *Admission to Teacher Education*, page 8. An education program is a program of study that will prepare a teacher candidate for licensure in a specific education concentration. For list of education programs see <https://www.jmu.edu/coe/academics.shtml>.

### ***How do I apply to teacher education?***

Teacher education candidate can apply to teacher education by completing a teacher education application form found on the [ESC](#) website.

### ***Why am I blocked from taking certain education classes?***

A flag is given to students who are accepted into teacher education to allow them to register for classes. Candidates will be "blocked" from taking specific education classes (will not be given a flag) until they have been accepted into teacher education. A [transfer](#) or [post-baccalaureate](#) student who is not fully accepted can be *temporarily* unblocked to take courses during the first semester. After registering, they will be blocked from taking further education classes until they are fully accepted into teacher education.

All other candidates who wish to take a block class prior to acceptance into teacher education must file an appeal. (See appeals on page 16 of this document.)

### ***How will I know when I'm accepted into teacher education?***

The teacher education candidate will be notified via email from the [Education Support Center](#) when they have been accepted into teacher education.

### ***What does acceptance into teacher education mean?***

Acceptance into teacher education means that education candidates have completed the teacher education application process and are permitted to begin their education coursework when instructed to do so by their education advisor.