



**Handbook for Online Initial Teacher Licensure Programs  
For Adult Learners (COE BIS)**



**Bachelor of Individualized Study (BIS)**

**Adult Degree Program (ADP)**

**School of Professional and Continuing Education (SPCE)**

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## Welcome and Overview

WELCOME! The James Madison University (JMU) College of Education (COE) and School of Professional and Continuing Education (SPCE) are excited for students to begin their Bachelor of Individualized Study (BIS) program. The programs are a partnership of the COE and the SPCE's Adult Degree Program (ADP), and in this document will be referred to as COE BIS. These are online programs; however, please note a large majority of the programs have synchronous courses which require virtual attendance. This handbook will provide important details of the COE BIS programs. As students progress through their program, this handbook should be the first place to reference when questions arise. This handbook is an overview of policies and processes related to the BIS Programs.

The COE BIS programs are designed for students who have earned their associate degree from a Virginia community college (<https://www.jmu.edu/transfer/vccs-transfer/asdegrees.shtml>) or similar credit amount from another institution; and are working as current employees in their licensure area within a Virginia school district. Students accepted into a program without a transferable associate degree may have to complete general education requirements not transferred into JMU (<https://www.jmu.edu/gened/index.shtml>). Therefore, it is important to know that a student may have to take more courses in addition to their program courses.

Completers of a COE BIS program earn a Bachelor of Individualized Study degree and are eligible for an initial Virginia teaching license within based on their respective program: Early Childhood Education (ECED), Elementary Education (ELED), Inclusive Early Childhood Education (IECE), or Special Education (SPED). Endorsement areas can be found at: [https://www.jmu.edu/coe/esc/\\_files/licensure\\_information.pdf](https://www.jmu.edu/coe/esc/_files/licensure_information.pdf)

The ECED program teacher candidates have earned an Associate of Applied Science in Early Childhood Education from a Virginia Community College and want to continue their education working with young children. Candidates will be eligible for Virginia teacher licensure and be qualified to teach in grades PreK-3. More information on this program can be found at <https://www.jmu.edu/coe/eere/eere-eced-aa-bis.shtml>. Those in this program are strongly encouraged to be employed by a Virginia school; however, those who are not employed by a Virginia school will need to complete their field experience in either a public-school setting in grades PreK-3 or a licensed and accredited preschool and have a mentor who is a licensed teacher.

\*Optional additional endorsement for students who have an Associate of Applied Science in Early Childhood Education from a Virginia Community College: Early Childhood Special Education (ECSE) (Birth-Age 5) see IECE section. If this option is selected, a candidate would be in the IECE program. This will require additional general education classes, that are not built into the IECE course sequence and require at least one additional semester. If interested, candidates must speak with their advisor prior to starting the program. This is not an option to add on after beginning the program.

The ELED program seeks to foster in its candidates an empathic understanding of the ways that children are affected by social contexts and by the children's own abilities; the knowledge and pedagogical skills to support each child's right to success; and a belief in the value of each child. ELED candidates are working as instructional assistants in their licensure area, in a public school in Virginia. Candidates will be eligible for Virginia teacher licensure and be qualified to teach in grades PreK-6. More information on this program can be found at <https://www.jmu.edu/coe/eere/eled-bis/index.shtml>.

The IECE program allows teacher candidates to become responsive advocates for young children in inclusive public environments and prepares them to help and support their families. Such candidates are working as instructional assistants, in their licensure areas, in a public school in Virginia. Candidates will be eligible for Virginia licensure and be qualified to teach in grades PreK-3 and support Early Childhood Special Education (ECSE) (Birth-Age 5). More information on this program can be found at <https://www.jmu.edu/coe/efex/iece-bis.shtml>.

The SPED program allows teacher candidates to teach and work with students with disabilities and help to support their families. Such candidates are working as instructional assistants in a public school in Virginia. Candidates will be eligible for Virginia licensure, in their licensure areas, and be qualified to teach special education for learners accessing both the general and adapted curriculum in grades K-12. More information on this program can be found at <https://www.jmu.edu/coe/efex/sped-bis/index.shtml>.

## Expectations, Responsibilities, and Attendance

### JMU Honor Code

It is expected that students will always abide by the JMU Honor Code (<https://www.jmu.edu/honorcode/code.shtml>). Students must complete work individually unless instructors explicitly say the work is of a collaborative nature. If unsure, ask!

### Attendance and Grading

Each instructor reserves the right to establish attendance and grading policies within their course. Therefore, students should plan to be on camera and participate during their courses' online meeting times. If a student disagrees with a policy, the first step is to arrange a private meeting with the instructor. If no agreement is reached, the student may request a meeting with the COE BIS Program Coordinator.

### Expectations

As with any educational program, expectations and responsibilities exist. The COE BIS program sees this as true for both the teacher candidates and instructors/professors. Listed below are those behaviors and attitudes (or dispositions) that are expected from teacher candidates and faculty.

<p>For Teacher Candidates...</p> <p><i>Academic:</i></p> <ul style="list-style-type: none"> <li>• Maintain a minimum GPA of 2.5 in undergraduate courses and undergraduate COE BIS courses.</li> <li>• Must earn a C or better in all COE program required courses. This includes an ENG course, WRTC 103, PSYC 160, EDUC 200 or the community college equivalent. If a C- or less is earned, the course is required to be retaken.</li> <li>• Communicate in writing at a professional level of proficiency (see Communication Rubric, Appendix)</li> </ul> <p><i>Behavioral:</i></p> <ul style="list-style-type: none"> <li>• Adhere to the JMU Honor Code</li> <li>• Be punctual</li> </ul>	<p>For Faculty...</p> <p><i>Academic:</i></p> <ul style="list-style-type: none"> <li>• Provide syllabus</li> <li>• Abide by handbook</li> <li>• Provide rigorous, current, and relevant information</li> <li>• Provide opportunities for reflection</li> <li>• Model what we espouse</li> <li>• Create opportunities to engage in learning</li> <li>• Scaffold learning for success in the program</li> </ul> <p><i>Behavioral:</i></p> <ul style="list-style-type: none"> <li>• Be ethical and fair</li> <li>• Give timely and constructive feedback</li> <li>• Be punctual</li> </ul>
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<ul style="list-style-type: none"> <li>• Be prepared</li> <li>• Work collaboratively when expected</li> <li>• Think critically</li> <li>• Seek opportunities for professional growth</li> <li>• Follow COE BIS policies</li> </ul> <p><i>Dispositional:</i></p> <ul style="list-style-type: none"> <li>• Show enthusiasm</li> <li>• Take initiative</li> <li>• Reflect critically</li> <li>• Respect various cultures and social contexts</li> <li>• Exude confidence</li> <li>• Pride yourself on excellence</li> <li>• Present a professional persona while in the public eye</li> <li>• Be willing to receive constructive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared</li> <li>• Think critically</li> <li>• Seek opportunities for professional growth</li> <li>• Follow COE BIS policies</li> </ul> <p><i>Dispositional:</i></p> <ul style="list-style-type: none"> <li>• Show enthusiasm</li> <li>• Be supportive and encouraging</li> <li>• Reflect critically</li> <li>• Respect various cultures and social contexts</li> <li>• Exude confidence</li> <li>• Pride yourself on excellence</li> </ul>
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**Adult Degree Program and College of Education Resources**

**Katie Shifflett (COE BIS Coordinator)**

The Coordinator of the COE BIS programs support all students and faculty in the programs. Some responsibilities include guiding candidates in completing all education program requirements, required assessments, applying to Teacher Education, and applying to student teach. The COE BIS Coordinator collaborates with the Field Experience Coordinator to help facilitate field experience placements (practicum and student teaching).

**Heather Miller (ADP Academic Advisor)**

Academic Advisor responsibilities are to assist all ADP students in formulating meaningful and comprehensive academic program plans based on their interests and goals, providing accurate guidance on the General Education curriculum, major and degree requirements, and academic opportunities within the context of BIS majors. Students can contact their advisor with questions relating to MyMadison, scheduling, General Education requirements, and Teacher Education requirements.

**COE Education Support Center (ESC) [www.jmu.edu/coe/esc](http://www.jmu.edu/coe/esc)**

The ESC is the centralized support for admission into teacher education, field experience coordination, and licensure services. Faculty and staff in the ESC help support all preprofessional teachers and their related programs.

**Professional Education Handbook**

A Guide for students and Advisors to provide an awareness of the policies.  
[https://www.jmu.edu/coe/esc/\\_files/professional-education-handbook.pdf](https://www.jmu.edu/coe/esc/_files/professional-education-handbook.pdf)

**Professional Writing**

- Students are entering a profession that, like all professions, has standards that must be met within the course of executing their responsibilities. One standard is related to professional writing. For every formal writing assignment in every program course, students are expected

to use APA (American Psychological Association) style, 7th edition. This is the standard format for citing sources in education and other social sciences. Students have a variety of resources that can help them master APA style. **The Writing Center at JMU** A valuable resource not only for APA, but for writing difficulties that students may want assistance with. Students are welcome to contact Rodolfo "Rudy" Barrett at the writing center for help. Email: [barretrl@jmu.edu](mailto:barretrl@jmu.edu) or visit the website <https://www.jmu.edu/uwc/index.shtml>

### APA Resources

- Purdue University Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/560/01/>
- American Psychological Association APA Style: <https://apastyle.apa.org/>

## COE BIS Field Experience Policies

### Field Experiences

For each field experience, there will be a JMU university supervisor assigned in addition to the school district's assigned cooperating/mentor teacher. Each COE BIS program will provide information on field experiences specific to that program.

Participation in field experiences is a requirement. If a student misses any time in field experiences, they must make up those hours. Each program syllabus will have additional information. Students should discuss the most effective methods of communication with their cooperating/mentor teacher and university supervisor in the event they need to miss a day.

### Practicum

If a student is not currently employed within a school district the [Online Practicum Information Form](#) must be completed for each practicum if you are located in one of the surrounding JMU districts. If not, you do not need to complete this form. BIS students will complete practicums within their current work environment, if it is in their licensure area, over the course of the designated semester.

### Student Teaching

Student teaching is considered a full-time responsibility that may involve before school, after school, or weekend activities. Students will be expected to plan for, and participate in, all the professional tasks and activities engaged in by their cooperating/mentor teacher(s). For professional development, parent conferences, and teacher workdays, the student teacher is expected to attend. Candidates must abide by the Student Teaching Handbook: [https://www.jmu.edu/coe/esc/\\_files/ST-Performance-Guide.pdf](https://www.jmu.edu/coe/esc/_files/ST-Performance-Guide.pdf)

- Candidates will need to attend an information meeting and **Apply to Student Teach:**  
Directions: <https://www.jmu.edu/coe/esc/fieldexperience.shtml>
  - Candidates employed by a school division may be permitted to student teach in their Place of Employment based on program and school division policies. The program will work with candidates to ensure placements that will meet requirements for licensure.
  - **TB Screening** - A TB screening is a requirement for student teaching; however, if a candidate is employed by a school division one semester before student teaching, they will be

- asked to submit a Place of Employment letter in which the school division indicates if it is required. This letter is submitted to the Education Support Center (ESC).
- **Student Teaching Leave Request Form** - Must be submitted and approved by the cooperating/mentor teacher, university supervisor, and BIS coordinator prior to a requested absence: [https://www.jmu.edu/coe/esc/\\_files/leave-request.pdf](https://www.jmu.edu/coe/esc/_files/leave-request.pdf)

### **Academic and Dispositional Requirements**

Students in the COE BIS programs must meet academic and dispositional requirements for continuance in the program to help ensure that only highly qualified teacher candidates complete the program. Students need:

- A minimum GPA of 2.5 overall and 2.5 in the education courses (strictly enforced).
  - Every student's GPA will be reviewed as they finish each semester.
- Teaching Fellows students must maintain a minimum overall GPA of 2.5 and an in-major GPA of 3.0 to remain in the program and meet all other teacher education requirements.
- Must earn a C or better in all COE program courses.
  - This includes an English course (ENG), EDUC 200, PSYC 160, and WRTC 103 (ENG 111& ENG 112) or the community college equivalent.
  - If a student earns a C- or less, they will be required to retake the program course.
  - Specific program courses may have additional grade requirements for assignments, please reference what is listed in the syllabi.
- Appropriate behaviors and dispositions in classes and field experiences (see appendices).

Faculty pays very close attention to each student regarding required behaviors and dispositions. If concerns about attitudes, behaviors, and/or dispositions arise, then the faculty member with the concerns will communicate directly with the individual. If the concern(s) are not resolved through this conversation, then the COE BIS Coordinator will work with the student and faculty member to develop an intervention plan to support the individual's success. See information pertaining to probationary status and intervention plans in the Professional Education Handbook [https://www.jmu.edu/coe/esc/\\_files/professional-education-handbook.pdf](https://www.jmu.edu/coe/esc/_files/professional-education-handbook.pdf).

At the end of each semester, faculty meet to review all students' progress in classes and practicums using the Dispositions Rubric and program evaluations. We use the Dispositions Rubric and Communication Rubric to assess each student (see Appendix), which allows faculty and supervisors to comment on candidate involvement in courses and field placements. If it is necessary, the COE BIS Coordinator notifies the student that a faculty member (or members) has (have) concerns about the student. The student meets with the COE BIS Program Coordinator and the concerned faculty member(s). Working together, a formal intervention is created to help address the concern. See information pertaining to probationary status and intervention plans in the Professional Education Handbook. (link to [https://www.jmu.edu/coe/esc/\\_files/professional-education-handbook.pdf](https://www.jmu.edu/coe/esc/_files/professional-education-handbook.pdf)).

The individual review is only one tool used to ensure high quality teachers complete the program. A real advantage to the COE BIS programs is the amount of work done in actual school settings. Within each program, candidates work with children and classroom teachers during practicum experiences and are

assessed for performance. Students are expected to familiarize themselves with the criteria on the program evaluation forms (see Appendix). Success in practicum is necessary to progress in the program.

### **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.

### **Required Assessments**

Requirement of admission into Teacher Education

- Math Assessment: not a requirement for licensure. See options below.
  - ALEKS (score of 46) (Standardized assessment through JMU) – [Registration Information](#) (No cost, must take once admitted to JMU BIS). For alternative options see [https://www.jmu.edu/coe/esc/\\_files/application-requirements.pdf](https://www.jmu.edu/coe/esc/_files/application-requirements.pdf)
  - Praxis Core Math Code 5733 (score of 150) (\$90) – [Registration Information](#)
  - **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)

Required Assessments for Licensure and Student Teaching

The Commonwealth of Virginia has assessments that must be passed prior to obtaining a teaching license for three of the four COE BIS programs (see SPED note below).

- Completion of the program assessments must be passed before students can enroll in their student teaching course and begin student teaching. For students in the Inclusive Early Childhood Education (IECE) and Special Education (SPED) programs, this applies to their *first* student teaching placement.
- If a student does not take all required assessments as listed below before student teaching, their student teaching will need to be delayed to the following semester.
- If a student has attempted the assessments, and has not passed, their program has the option to support them with an intervention plan and allow them to student teach without a delay.
- Praxis Assessments
  - Elementary Education Multiple Subject Assessments (5001 series) assesses content knowledge in the subject the teacher candidate will teach and is a requirement for initial licensure. This assessment is a requirement for student teaching. *The Praxis 5001 assessment series is not required for the students in the SPED program.*
  - Praxis Teaching Reading: Elementary 5205 (test code: 5392) (score of 159) (\$156); measures students' knowledge of how to teach reading and is offered through ETS.
    - All COE BIS programs take this assessment.
    - Must be completed before allowed to student teach for ECED and ELED.
    - Must be completed before allowed to student teach in first placement for IECE and SPED.



- Students must complete all Praxis Subject Areas Assessments prior to enrollment for the semester they student teach.
  - ECED and ELED: Will need to pass all Praxis Subject Assessments and 5205 before their student teaching placement
  - IECE and SPED: Will need to pass Praxis Subject Assessments and 5205 before their first student teaching placement
- If the student has taken, but not passed the required assessment, by the deadline for student teaching (May 15<sup>th</sup> for fall student teachers, November 10<sup>th</sup> for spring student teachers), the program may elect to put them on an intervention plan. The intervention plan will indicate that the student:
  - Is expected to pass the assessment before the end of the placement
  - If they don't pass by the end of their placement, they will be given an "I" (incomplete) for student teaching. They will not be able to graduate until they pass.
- The details for the four sub-tests are as follows: Registration link: <https://www.ets.org/praxis/site/test-takers.html>
  - It is recommended that students take the tests individually.
  - Use JMU test code: 5392 when registering for the PRAXIS Subject Assessment.
  - JMU will not receive test scores unless the code is indicated. The following cost is subject to change by the testing company.
    - Reading & L.A Test Code 5002 (score of 157) (\$64)
    - Mathematics Test Code 5003 (score of 157) (\$64)
    - Social Studies Test Code 5004 (score of 155) (\$64)
    - Science Test Code 5005 (score of 159) (\$64)

\*Email all official score reports (even if did not pass) to JMU Teacher Education for record keeping [teacher-ed@jmu.edu](mailto:teacher-ed@jmu.edu)

Praxis Assessment Requirements - Note: Costs listed are subject to change by the testing company.

ECED, ELED & IECE programs:

1. Elementary Education Multiple Subject Assessments (5001 series) - assesses content knowledge in the subject the teacher candidate will teach and is a requirement for initial licensure. The details for the four sub-tests are as follows: <https://www.ets.org/praxis/site/test-takers.html>. It is recommended that students take the tests individually:
  - Reading & L.A Test Code 5002 (score of 157) (\$64)
  - Mathematics Test Code 5003 (score of 157) (\$64)
  - Social Studies Test Code 5004 (score of 155) (\$64)
  - Science Test Code 5005 (score of 159) (\$64)

AND

2. Praxis Teaching Reading: Elementary measures students' knowledge of how to teach reading and is offered through ETS.
  - 5205 (score of 159) (\$156)

SPED program:

Praxis Teaching Reading: Elementary ONLY - measures students' knowledge of how to teach reading and is offered through ETS.

- 5205 (score of 159) (\$156)

### Important assessment information for all programs:

- Use JMU test code: 5392 when registering for the PRAXIS Subject Assessment. JMU will not receive test scores unless the code is indicated.
- Email all official score reports (even if did not pass) to JMU Teacher Education for record keeping [teacher-ed@jmu.edu](mailto:teacher-ed@jmu.edu)
- **Reminder: All required assessments must be complete prior to beginning student teaching.**

### Study Resources from ETS:

- [Study Companion](#) for the Praxis Subject Test (5001)
- [Study Companion](#) for the Teaching Reading: Elementary (5205)

Refer to [the ESC](#) for additional information on entry and licensure assessments, applying to Teacher Education, resources, and Praxis testing dates at JMU <https://www.jmu.edu/coe/esc/admission-licensure.shtml>.

Program	Praxis: Teaching Reading 5205	Praxis: Multiple Subjects (5001 Series: 5002, 5003, 5004, & 5005)
ECED	Yes	Yes
ELED	Yes	Yes
IECE	Yes	Yes
SPED	Yes	No

## Teacher Education/Education Support Center (ESC)

### Admission to Teacher Education Requirements

Each COE BIS program works in partnership with JMU's Education Support Center (ESC) to collaborate on field experiences (practicum and student teaching) and licensure requirements. Although students have been admitted to the BIS program, they also must be accepted into Teacher Education in order to begin certain education courses.

- The [Teacher Education Checklist](#) can be a useful resource in keeping track of requirements. Students must have no record of any felony conviction or misdemeanor conviction involving children or drugs or founded complaint of child abuse or neglect.
  - The program checklist can also be found on the Canvas Advising page.
- Steps for all BIS students applying to Teacher Education can be found below [https://www.jmu.edu/coe/esc/\\_files/application-requirements.pdf](https://www.jmu.edu/coe/esc/_files/application-requirements.pdf)

## If Things Get Off Track

### Appeals for Admission into Teacher Education

A student who has not met all the admission requirements can appeal once to be allowed to begin education coursework while completing the admission requirements. [https://www.jmu.edu/coe/esc/\\_files/procedures-for-appeals.pdf](https://www.jmu.edu/coe/esc/_files/procedures-for-appeals.pdf)

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. The appeals process can be found at: [https://www.jmu.edu/coe/esc/\\_files/procedures-for-appeals.pdf](https://www.jmu.edu/coe/esc/_files/procedures-for-appeals.pdf) or in the Professional Education Handbook [https://www.jmu.edu/coe/esc/\\_files/professional-education-handbook.pdf](https://www.jmu.edu/coe/esc/_files/professional-education-handbook.pdf).

### **Interventions Plans**

If any requirements are not met, including performance, dispositional, assessment, teacher education admissions or licensure requirements, the COE BIS Program Coordinator or Academic Advisor and the individual will consider if an individualized intervention plan is appropriate. For more information about intervention plans, please see the ESC website for more information

<https://www.jmu.edu/coe/esc/admission-licensure.shtml>

### **Withdraw from a Course**

“W” Grades: A student who withdraws from a course will receive a grade of "W" for the course, and this grade will be recorded (and remain) on the student's transcript. Full tuition charges can apply for a withdrawn course if not dropped before the course adjustment deadline. For a comprehensive listing of all enrollment dates and deadlines, visit: [https://www.jmu.edu/registrar/students/print\\_dates.shtml](https://www.jmu.edu/registrar/students/print_dates.shtml)

### **“WP” and “WF” Grades**

In extraordinary situations, a student who becomes unable to complete course requirements after the course adjustment (withdrawal) deadline has passed may request a grade of WP (withdrawal passing) or WF (withdrawal failing) from the instructor. WP and WF approvals are issued at the discretion of the instructor. The method (verbal or written) and timing of such a request are determined by individual instructors. The student is responsible for ensuring the request is made appropriately and at an appropriate time. In response to such a request, the instructor may choose to record a grade of WP or WF when submitting final grades but is not obligated to do so (and may record any grade other than “W”). A grade of WP or WF does not affect credit hours attempted, quality points earned, or GPA.

[https://www.jmu.edu/registrar/students/student\\_grades\\_info.shtml](https://www.jmu.edu/registrar/students/student_grades_info.shtml)

### **Incompletes**

If, under extraordinary circumstances, such as illness, a student is unable to complete course work in a class, the student may request an incomplete be given from the instructor of the course before the end of the semester in which the course is being taken. An incomplete approval is issued at the instructor's discretion. On transcripts, the letter “I” represents incomplete work in each course. Final coursework for a course in which a student receives a grade of “I” must be completed by the end of the next regular semester, or the grade is recorded as an “F.” The instructor of the course also has control over their students’ submission of work deadline. Students who receive an incomplete may not be eligible for financial aid. If a student receives financial aid and gets an “I” in all courses, they only have 21 days to complete course work without financial aid penalties. See <https://www.jmu.edu/financialaid/terms-and-conditions.shtml> - undefined

### **Leaving the University**

If a student needs to withdraw from the University, they may take a Leave of Absence – up to two years without having to reapply. The student will need to submit an electronic form to the Office of the Registrar

(Non-Return/Leave of Absence Notice) to declare their intent to withdraw. If the student plans to return to JMU in the future, please review this website regarding re-entry:

<https://www.jmu.edu/registrar/students/Reentry.shtml>.

## **Early Childhood Education BIS**

The ECED BIS program is designed for students who have earned their Associate of Applied Science degree in Early Childhood Education from a Virginia Community College (or similar credit amount). It is important to note additional general education courses may need to be completed. As stated in the Overview section, it is strongly encouraged/required those in this program are employed by a Virginia school; however, if a student is not employed by a Virginia school; they will need access to a public Virginia school for when they have practicums and student teach. Completers of this program earn a bachelor's degree and are eligible for a Virginia teaching license in PreK-3rd grades. Link to catalog

[https://catalog.jmu.edu/preview\\_program.php?catoid=54&poid=23495&returnto=2891](https://catalog.jmu.edu/preview_program.php?catoid=54&poid=23495&returnto=2891)

### **Attendance/tardiness:**

Students must be present (physically and mentally) on time for all class meetings and contribute informedly to class discussions. If a student misses a class due to excusable reasons (i.e., illness, family emergencies, or religious observance), they must notify the professor/course instructor via email prior to their absence or as soon as they can. If an assignment was due the day a student misses, they are still expected to have it turned in on time unless they consulted their professor/course instructor beforehand. Exceeding one unexcused absence may result in a reduced final course grade. However, each course syllabus will outline specific attendance policies that you are expected to adhere to.

Students are encouraged to review the class syllabi in case of university closures resulting from inclement weather or emergencies. Faculty members may choose to conduct classes online during these closures. Please be aware that IT support may be unavailable during university closures should assistance be needed.

**ECED BIS Program Courses:** [Catalog Link](#)

### **ECED BIS Field Experiences**

There are two practicum experiences and one student teaching experience in the ECED BIS program. These placements will be in grades PreK-3 and will connect to the content courses taken within that semester. If you are not working in a public school for your first placement, we can help secure one for you. Practicum courses are to be extended through the full semester. Student teaching must take place in a public school, or a licensed/accredited preschool, and it is an extended block, approximately 12 weeks with the possibility of the student to teach in their own classroom. Refer to the Student Teaching Performance Guide for additional information. [https://www.jmu.edu/coe/esc/\\_files/ST-Performance-Guide.pdf](https://www.jmu.edu/coe/esc/_files/ST-Performance-Guide.pdf)

### **ECED 443 (Practicum in Primary Grades)**

This field experience supports the study of child development and emerging literacy through direct observation and interactions with children in a classroom setting. Candidates will examine and reflect on their personal attitudes, assumptions, and behaviors toward students and their families who represent diverse class, cultural, and linguistic backgrounds. BIS students will complete this practicum setting within their current work environment, if it is in their licensure area, over the course of the semester.

### **ECED 461 (Integrated Day Practicum)**

This practicum allows students to demonstrate their educational decision-making skills through planning, implementing, and evaluating appropriate activities for children of diverse interests, needs, and abilities. Strategies to assess learning, guide behavior, work with professionals, and involve families are applied in this practicum. BIS students will complete this practicum setting within their current work environment, if it is in their licensure area, over the course of the semester.

### **ECED 480 (Student Teaching ECED)**

This placement enables students to apply those understandings, skills, and attitudes acquired in all components of teacher education in a public-school classroom. Under the guidance of university supervisors and cooperating teachers, students engage in full-time teaching responsibilities. This placement must be completed in a public school. Students are expected to be fully immersed in the student teaching classroom all day, each day for the extended block, approximately 12 weeks.

### **Licensure Assessments for ECED BIS**

To be licensed as a PreK-3 classroom teacher in Virginia, the student will need to pass the Praxis Subject Assessments and Praxis Teaching Reading: Elementary. **See section Assessment for Licensure for details.** These assessments must be passed to be allowed to student teach.

### **Elementary Education BIS**

The ELED BIS program is designed for students who have earned their associate degree from a Virginia community college (or similar credit amount) and are working as instructional assistants. Completers of this program earn a bachelor's degree and are eligible for a Virginia teaching license in PreK-6th grades. Link to catalog [https://catalog.jmu.edu/preview\\_program.php?catoid=54&poid=23495&returnto=2891](https://catalog.jmu.edu/preview_program.php?catoid=54&poid=23495&returnto=2891)

During the ELED BIS program, students will learn the theories and philosophies that shape decisions teachers make while planning, implementing, and reflecting on instruction. They will see how curriculum, instruction, and assessment work together to promote learning for all children. Students will reflect on their beliefs and practices in their ELED BIS courses, as well as the many field placements they have in real classrooms with real children. In the end, students will become highly qualified beginning teachers who embrace learning and teaching so that all children reach their potential. Everything that takes place in the ELED BIS program is shaped by what this program believes in.

*The Elementary Education BIS (PreK-6) initial licensure program seeks to foster in its candidates:*

- An empathic understanding of the ways that children are affected by social contexts and by their own abilities/disabilities.
- The knowledge and pedagogical skills to support each child's success.

*Our teacher candidates are guided in:*

- Critically challenging conventional wisdom and common practices to identify hidden assumptions and activities that constrain or privilege some at the expense of others.
- Learning to ask questions and developing an inquiring approach motivated by the desire to understand the world in its myriad complexities.
- Reflecting deeply on and constructing positive relationships with others.

- Expressing knowledge, skills, and attitudes in ways that communicate with others and provide a forum for the creative and academic expression of the profession and the self.
- Developing an appreciation for the global connection of all humanity and our interdependence on the finite, natural resources of the earth.
- Experiencing life among people whose social contexts are unlike the candidates' own to broaden and deepen respect for and sensitivity to various cultures and social contexts.
- Knowing and appreciating the process of humans unfolding throughout life cycles from conception onward, particularly throughout childhood.
- Valuing the literacies and literate backgrounds of all learners and developing equitable, inclusive instruction that honors diverse learners at all developmental phases.
- Reflecting critically on the ways we embody and enact a sustainable sense of self.
- Building on interdisciplinary connections among content areas to create inclusive, responsive, and effective instruction for all learners.

**ELED BIS Program Courses:** [Catalog Link](#)

The typical BIS sequence of courses is listed below. The focus of this series of courses is on how children develop and learn. In these courses, ELED students will explore the physical, cognitive (including literacy and language), and social emotional growth of children. They will look at how their own background and life experiences as well as those of their students shape the decisions they make as a teacher. They will begin to learn how educational theories, philosophies, and beliefs can influence practice. Practicum is defined as a field placement where they are placed in an educational setting for the full semester. The time in practicum and responsibilities will increase as they move through the program. During the practicum, the student will assist the classroom teacher wherever she/he needs help. In addition, the student will have assignments from their other courses that need to be completed in an educational setting. The practicum is where these assignments can be done. The courses are described more fully in the JMU catalog.

As students participate in these courses, they will also begin to recognize how each discipline can be organized to promote learning. They will identify the essential content relevant to the lives of children in elementary school. Students will understand the type of thinking that each subject requires so that children learn. They will begin to see the possibilities of integrating content. Finally, they will revisit the theories, philosophies, and beliefs from previous courses and strengthen their own understanding of how these affect instructional decisions.

**ELED BIS Field Experiences**

There are three practicum experiences and one student teaching experience in the ELED BIS program. These placements will be in grades PreK-6 and will connect to the content courses taken within that semester. Refer to the Student Teaching Performance Guide for additional information.

[https://www.jmu.edu/coe/esc/\\_files/ST-Performance-Guide.pdf](https://www.jmu.edu/coe/esc/_files/ST-Performance-Guide.pdf)

**ELED 321 (Practicum with a Focus on Learners and Learning)**

Practicum with a Focus on Learners and Learning: This initial field experience provides JMU BIS students with an opportunity to build relationships with learners, conduct extensive observations of learners and learning, and teach content related to their concurrent methods courses. BIS students will complete this

practicum setting within their current work environment, if it is in their licensure area, over the course of the semester.

### **ELED 322 (Practicum with a Focus on Curriculum Integration and Guiding Behavior)**

Practicum with a Focus on Curriculum Instruction and Guided Behavior: This second field experience provides JMU BIS students with a different opportunity to practice the teaching of content related to their concurrent methods courses. BIS students will complete this practicum setting within their current work environment, if it is in their licensure area, over the course of the semester.

### **ELED 400 (Final Practicum)**

Students in this final practicum should demonstrate initiative in requesting many opportunities to teach and conduct the business of classrooms. BIS students will complete this practicum setting within their current work environment, if it is in their licensure area, over the course of the semester.

### **ELED 480 (Student Teaching in Elementary Education)**

Students in this student teaching have had three other practicum experiences. They are close to having their own classrooms and should demonstrate initiative in requesting many opportunities to teach and conduct the business of classrooms. The cooperating teacher should be saying, “Yes, you have the mark of a beginning teacher.” Students will complete one student teaching experience in grades PK-6. They are expected to be fully immersed in the student teaching classroom all day, each day for the extended block, approximately 12 weeks.

### **Licensure Assessments for ELED BIS**

To be licensed as a PreK-6 classroom teacher in Virginia, students will need to pass the Praxis Subject Assessment and Praxis Teaching Reading: Elementary. **See section Assessment for Licensure for details.** These assessments must be passed to be allowed to student teach.

### **Inclusive Early Childhood Education BIS**

The IECE BIS program is designed for students who have earned their associate degree from a Virginia community college (or similar credit amount) and are working as instructional assistants. Completers of this program earn a bachelor’s degree and are eligible for a Virginia teaching license in Birth-Age 5 Special Education (Early Childhood Special Education – ECSE) and PreK-3rd Grade General Education. Link to catalog [https://catalog.jmu.edu/preview\\_program.php?catoid=54&poid=23495&returnto=2891](https://catalog.jmu.edu/preview_program.php?catoid=54&poid=23495&returnto=2891)

**IECE BIS Program Courses:** [Catalog Link](#)

### **IECE BIS Field Experiences**

There are three practicum experiences in the IECE BIS program. There are two student teaching experiences in the IECE BIS program. Student teaching occurs in the spring, fall semester, and includes two eight to ten-week placements, one student teaching placement in Early Intervention or Early Childhood Special Education (ECSE) and the other in a K-3 general education classroom. Refer to the Student Teaching Performance Guide for additional information. [https://www.jmu.edu/coe/esc/\\_files/ST-Performance-Guide.pdf](https://www.jmu.edu/coe/esc/_files/ST-Performance-Guide.pdf)

### **IECE 321** (Initial Field Experience in Inclusive Early Childhood Education Part 1)

This first intermediate field experience provides candidates opportunities to use their knowledge of child development to observe and assess children and then to plan meaningful learning environments and experiences for those children. BIS students will complete this practicum setting within their current work environment, if it is in their licensure area, over the course of the semester.

### **IECE 421** (Intermediate Field Experience in Inclusive Early Childhood Education Part 1)

The advanced field experience provides students opportunities to use their knowledge of child development to plan meaningful learning experiences. Students will learn how the adult's role in supporting children's behavior and content knowledge enhances the classroom community. BIS students will complete this practicum setting within their current work environment, if it is in their licensure area, over the course of the semester.

### **IECE 461** (Advanced Field Experience in IECE)

The advanced field experience provides students opportunities to use their knowledge of child development to plan meaningful learning experiences. Students will learn how the adult's role in supporting children's behavior and content knowledge enhances the classroom community. BIS students will complete this practicum setting within their current work environment, if it is in their licensure area, over the course of the semester.

### **IECE 480** (Student Teaching in IECE)

This student teaching experience provides students with opportunities to apply, in learning environments for young children, the knowledge, skills and dispositions acquired throughout their teacher licensure program. Under the guidance of university supervisors and professionally licensed cooperating teachers, the student teacher gradually assumes full responsibility as the responsible inclusive early childhood educator. Students majoring in inclusive early childhood education must complete this course twice for 10 credit hours.

- **IECE 480** Student Teaching in Inclusive Early Childhood Education: Birth -5 SPED or early intervention, 5 credits, extended block/approximately 12 weeks.
- **IECE 480** Student Teaching in Inclusive Early Childhood Education: K-3 General Education, 5 credits, extended block/approximately 12 weeks.

### **Licensure Assessments for IECE BIS**

To be licensed as a Special Education teacher (Birth-Age 5) and a PreK-3rd classroom teacher Virginia, students will need to pass the Praxis Subject Assessment and Praxis Teaching Reading: Elementary. **See section Assessment for Licensure for details.** These assessments must be passed to be allowed to student teach.

### **Special Education BIS**

The SPED BIS program is designed for students who have earned their associate degree from a Virginia community college (or similar credit amount) and are working as instructional assistants. Completers of this program earn a bachelor's degree and are eligible for a Virginia teaching license in K-12 and Special



Education endorsement areas. Link to catalog

[https://catalog.jmu.edu/preview\\_program.php?catoid=54&poid=23495&returnto=2891](https://catalog.jmu.edu/preview_program.php?catoid=54&poid=23495&returnto=2891)

**SPED BIS Program Courses:** [Catalog Link](#)

### **Key Assessments for Special Education**

Students are required to demonstrate satisfactory performance, which includes a minimum grade of “C” in all major and concentration coursework and a “satisfactory” score on all key assessments. If a student does not pass a key assessment, they will be given one additional attempt to retake the key assessment after remediation sessions with a designated faculty member. Key assessments and course grades will be used to identify those candidates who are not making satisfactory progress toward advancement to the next sequence of courses. The assessments will be used to advise candidates and develop a plan of action to address and support any concerns identified by the faculty. In some cases, a candidate will be allowed to continue in the next semester, but there will be a plan of action for addressing any concerns that have been identified by the faculty. The first key assessment is after EXED 342. The next key assessment is in EXED 475, and the candidate must earn 80% on the IEP submission. The final key assessment takes place during the IS 498 course.

### **SPED BIS Field Experiences**

Field experiences in the Special Education BIS program are completed in a public-school K-12 classroom and integrated within current content courses. The placements will allow experience in multiple grade levels throughout the program. There is one practicum experience and another that is a component of a class in the SPED BIS program. Two student teaching placements are completed in the final semesters of the program in a public-school K-12 classroom. This includes the possibility of the student being able to teach in their own classroom within the last placement. One placement focuses on adapted curriculum and the other on general curriculum, and different grade level placements (elementary and middle/high school) are required. Student teaching is completed approximately 12 weeks in one placement and 12 weeks in the other, starting with the ‘24 cohort. Refer to the Student Teaching Performance Guide for additional information.

[https://www.jmu.edu/coe/esc/\\_files/ST-Performance-Guide.pdf](https://www.jmu.edu/coe/esc/_files/ST-Performance-Guide.pdf)

### **Fall 2022 and Fall 2023 cohorts**

Please speak with your advisor about your individualized student teaching plan.

**EXED 478** Supervised Practice in Special Education Methods: This course provides field experience opportunities to observe, reflect, and participate in the special education methods related to the education of students with disabilities who are functioning below grade level and working on either the general or adapted curriculum. The focus is on practicing intensive interventions within the general education classroom or special education classroom. BIS students will complete this practicum setting within their current work environment, if it is in their licensure area, over the course of the semester.

**EXED 480** Student Teaching in Special Education: Two/Three student teaching placements are completed in a public-school K-12 classroom. One placement focuses on students with disabilities in the adapted curriculum and the other focuses on students with disabilities working in the general curriculum. Along with this, one placement must be at the elementary level and the other placement must be at the middle/high school level.

- Spring Semester Year 2: EXED 480 Student Teaching takes place in the instructional assistant's current job placement. Extended block/approximately 12 weeks.
- Fall Semester Year 3: EXED 480 Student Teaching general or adapted, opposite of their current instructional assistant job. Extended block/approximately 12 weeks.

### **Licensure Assessments for SPED BIS**

To be licensed as a teacher of both a K-12 Special Education in Adapted and General Curriculum in Virginia, students will need to pass the Praxis Teaching Reading: Elementary. **See section Assessment for Licensure for details.** This assessment must be passed to be allowed to student teach.

### **Applying for Teacher's License**

- From Beginning to End – Events to Complete for a Successful Program
  - Eligibility Letters
    - Purpose: a tool to use when applying for jobs
    - Communicates that you are currently student teaching but that you are eligible to apply for your license at the degree conferral date.
    - Letter contains the following information
      - Date of completion of student teaching
      - Anticipated endorsement/licensure area
      - Completed all licensure requirements
      - Completed all Praxis assessments
      - Who are graduating at the end of the current semester
  - Emailed to you from Cams Moore moorecb@jmu.edu (ESC licensure)
    - May & August grads should expect to receive this email with the letter attached as a pdf around the end of January.
    - December grads should expect to receive this email with the letter attached as a pdf around the end of August.
  - Informational Meeting on how to apply for a teacher's license
    - There will be a meeting during the final student teaching semester
    - Link to teacher licensure application directions: [https://www.jmu.edu/coe/esc/\\_files/applying-initial-licensure-1.pdf](https://www.jmu.edu/coe/esc/_files/applying-initial-licensure-1.pdf)

## **Appendices**

### **Financing Your Education Program**

The JMU website has updated information about tuition. Note: The current tuition is subject to increase with each school year.

Scholarship Opportunities: <https://www.jmu.edu/scholarships/listing.shtml>

In addition, students will incur expenses related to earning their license. These include the following but are subject to change, please refer to the following pdf. [https://www.jmu.edu/coe/esc/\\_files/teacher-ed-costs.pdf](https://www.jmu.edu/coe/esc/_files/teacher-ed-costs.pdf)

### **Important Links and Resources**

Adult Degree Program: <https://www.jmu.edu/pce/programs/all/adultdegree/index.shtml>

Career Center: Provides help for writing a resume or a cover letter. Visit the website: <https://www.jmu.edu/career/index.shtml> or directly contact Yibin Wei: [weiyx@jmu.edu](mailto:weiyx@jmu.edu)

Education Support Center (ESC): <http://www.jmu.edu/coe/esc>

Teacher Licensure Application Support: Contact ESC - [licensure@jmu.edu](mailto:licensure@jmu.edu) or 540-568-6274.

Teacher Education: [teacher-ed@jmu.edu](mailto:teacher-ed@jmu.edu)

FASFA Help: <https://www.jmu.edu/financialaid/apply/index.shtml>, [fin\\_aid@jmu.edu](mailto:fin_aid@jmu.edu)  
or call 540-568-7820

ADP/BIS contact – Donna Marie McMillan [mcmilldm@jmu.edu](mailto:mcmilldm@jmu.edu)

Learning Success Strategies: Time management help and custom planning: <https://www.jmu.edu/lsi/>  
540-568-6705 or email [lsi@jmu.edu](mailto:lsi@jmu.edu)

Multilingual Student Services: Languages, culture, and personality create the way students see the world. Ideas are valuable, and engaging at JMU adds depth to the campus conversation. JMU is here to support students in getting their point across. Contact Dr. Kristen Kelley directly: [kelle8km@jmu.edu](mailto:kelle8km@jmu.edu) or visit the website: <https://www.jmu.edu/learning/multilingual-services/index.shtml>

Office of Disability: Visit the website: <https://www.jmu.edu/ods/contact/contact-us.shtml> or directly contact Joy Martin: [martinjy@jmu.edu](mailto:martinjy@jmu.edu)

TimelyCare: <https://www.jmu.edu/counselingctr/timely-care/index.shtml>

There may be times when personal stress interferes with students' academic performance and/or negatively impacts their daily life. Access to virtual mental health for free through TimelyCare.

Virginia Department of Education (VDOE): <http://www.doe.virginia.gov/>

Writing Center: Take advantage of the University Writing Center and its superb, no charge resources. For more information, visit <https://www.jmu.edu/uwc/index.shtml> or directly contact Rodolfo “Rudy” Barrett: [barretrl@jmu.edu](mailto:barretrl@jmu.edu)

#### Professional Organizations

- National Association for Education of Young Children (NAEYC): <http://www.naeyc.org/>
- Virginia Association for Early Childhood Education (VAECE): <https://vaaeyc.org/>
- Virginia Education Association (VEA): <https://www.veanea.org>
- Curriculum Development (ASCD): <http://www.ascd.org/>

#### Content Organizations

- National Council for the Social Studies: <http://www.ncss.org/>
- National Science Teachers Association: <http://www.nsta.org/>
- National Council of Teachers of Mathematics: <http://www.nctm.org/>
- National Council of Teachers of English: <http://www.ncte.org/>
- International Literacy Association: <https://www.literacyworldwide.org>

## **Advice From Students**

- Read the syllabus for each class! Professors spell out exactly what the course requires and their policies for attendance and work. Students need to know this information to ensure they are completing their tasks correctly.
- Do not procrastinate! The COE BIS courses are quite different from many general education courses. COE BIS courses have more projects and group work. It may look easy in the syllabus, but it takes more time than one may think. If students do not stay on top of things, then it is impossible to really do their best.
- Talk to the professors! Students will be amazed at how open their professors are to talking with them. Professors know that sometimes life does not go as planned. When things like that happen, go to them. If a student does not tell them, the professor cannot work with them to make sure they are successful. Remember that professors want students to become that kind of teacher, so they model how to be flexible.
- Make friends in class! Students will be spending a lot of time with each other in classes, and they will be doing a lot of collaborative work. Take advantage of building friendships that will last long after school ends.
- Try new things! Students will spend lots of time in schools, and this is where they learn to be a good teacher. Do not be afraid to try new activities and do more than is required in class. Ask the teacher for more responsibilities. That is the way students can learn.
- Students should talk to their cooperating teacher before they go to school! They will be in a lot of classrooms, and they are all different. As soon as the student finds out where they will be for practicum, they should contact the teacher. The student should ask if there is additional information they need to know before beginning. Start off on the right foot by showing initiative.

## **Rubric for COE BIS Dispositions and Professional Behaviors**

Practicum Dispositions Assessment [https://www.jmu.edu/coe/esc/\\_files/dispositions\\_assessment\\_practicum.pdf](https://www.jmu.edu/coe/esc/_files/dispositions_assessment_practicum.pdf)

Student Teaching Dispositions/Performance Assessment [https://www.jmu.edu/coe/esc/\\_files/assessment-of-student-teaching-fillable.pdf](https://www.jmu.edu/coe/esc/_files/assessment-of-student-teaching-fillable.pdf)