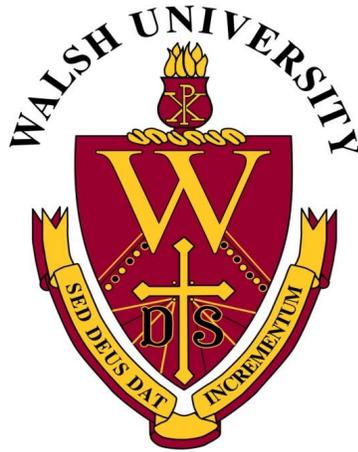


CONCEPTUAL FRAMEWORK

2013

*Guided by the vision of the Brothers of Christian Instruction, the
Division of Education develops educators who serve all learners
with a willing spirit in a global society.*





The Catholic Mennaisian Charism calls [us] to the mission of service to those in need [and] . . . [It] calls each program to create a community of scholars, learners, and practitioners who can use their skills to improve the community and the common good. . . . The combined challenge of excellence and service should infuse faculty, staff, and student alike. (Bove, 2006)

A video describing the Legacy of the Brothers of Christian Instruction at Walsh University is available at:
<http://www.youtube.com/watch?v=k-4PW19XoKI>



The Founding Brothers, 1960:

(Seated, from left) Dacian J. Barrette (Business Manager), Thomas S. Farrell (President), and Henry J. Vannasse;

(Standing, from left Edmond Druin (Librarian), Paul E. Masse, Robert A. Francouer (Academic Dean), and Alixis Guilbault

2013 Conceptual Framework Revisions

Growth of the institution and Unit:

Institutional Mission and Vision as a Foundation for The Unit's Conceptual Framework

The institution's website provides a snapshot of the current state of the institution, its growth in student number and their geographic diversity, growth of satellite campuses, and expansion of global learning. The website explicates the significance of the institution's connectedness to its history and vocational mission of the Brothers of Christian Instruction, on which The Unit's tenets are based:

For nearly 3000 students from 15 states and 24 countries, the search for the right college has led them to Walsh University. Here, on the 136-acre main campus and satellite campuses in Akron, Medina, Canfield, and just outside of Rome, Italy, they have found that learning transcends the classroom, caring faculty help students aim higher, and leadership requires more than intellect. As an independent, Catholic university, we encourage individuals to act in accordance with reason guided by the example and teachings of Jesus Christ. Our aim is to develop students' mind, body and spirit - this is Walsh's distinguished tradition and the heart of its appeal.

Word is spreading fast about Walsh's unique character and feel, together with its 53 undergraduate major programs, award-winning athletics and vibrant student life. This year, the university is celebrating nine consecutive years of record-setting enrollment.

With outstanding academic facilities, chapel and residence halls, a new health and wellness complex, and unique programs in areas such as bioinformatics and museum studies, students have a wide variety of options to make their mark at Walsh University.

In his call to Catholic higher education, Ex Corde Ecclesiae, Pope John Paul II said the objective of a Catholic University is to assure in an institutional manner the Christian manner in the university world confronting the great problems of society and culture. Walsh University does just that. As a Catholic University welcoming students of all faiths, Walsh continues to pursue its enduring mission: the creation of leaders through service to others. Volunteer work is not simply encouraged; it is required as part of the university's core curriculum. Walsh students build homes for Katrina victims in New Orleans, tutor and mentor school children, prepare taxes for low-income families, distribute meals, work to prevent recidivism among nonviolent offenders and perform missionary work around the world.

While students' involvement in communities here and abroad takes many forms, every service experience imparts important life lessons that build character and leadership. They help to make Jesus Christ known wherever they go. <http://www.walsh.edu/about-walsh>

Unit Participation in Conceptual Framework

The 2013 Division of Education's Conceptual Framework has been reviewed and revised by Unit members to embody The Unit's continued commitment to the Walsh University's mission and vision while providing a current representation of both institutional and Unit changes since the initial 2008 NCATE review.

The NCATE Coordinator assigned Unit faculty members to Standard Teams, led by faculty Standard Team Chairs to assure that all Unit members were integral to the process of self-reflection and self-assessment.

The Unit: Who We Are and What We Believe

The video clip below provides a glimpse at the current vitality and commitment to twenty-first century learning while maintaining a steadfast alignment to our institutional mission and vision.

Division of Education Orientation Video Link
<http://ncate.walsh.edu>

Farrell Hall, the first building on campus, was named for Walsh's first president Br. Thomas S. Farrell



The table below, *The Foundation Upon Which our Division is Built*, articulates the Unit's alignment of its conceptual framework with institutional mission and vision. This document is shared with all candidates, Unit faculty, clinical supervisors and cooperating teachers, advisory council members, and all community stakeholders.

WALSH UNIVERSITY The Foundation Upon Which Our Division Is Built					
<p>Walsh University's Mission is:</p> 	<p>Walsh University is an independent, coeducational, Catholic, liberal arts and sciences Institution. Founded by the Brothers of Christian Instruction, Walsh University is dedicated to educating its students to become leaders in service to others through a values-based education with an international perspective in the Judeo-Christian tradition.</p> <p>Walsh University believes in the desirability of a small university that promotes academic excellence, a diverse community, and close student-teacher interactions. The university provides its students a higher education that fosters critical thinking, effective communication, spiritual growth, and personal, professional, and cultural development. Walsh University encourages individuals to act in accordance with reason guided by the example and teachings of Jesus Christ.</p>				
<p>Walsh University's Vision is:</p>	<p>Walsh University is committed to being a Catholic University of Distinction, providing each student the educational experiences, resources, and opportunities necessary to foster critical thinking, effective communication, spiritual growth, and personal, professional, and cultural development. The university encourages individuals to act in accordance with reason guided by the example and teachings of Jesus Christ.</p>				
THE DIVISION OF EDUCATION Who We Are And What We Believe					
<p>Our <u>Mission</u> is:</p>	<p>Guided by the vision of the Brothers of Christian Instruction, the Division of Education develops educators who serve all learners with a willing spirit in a global society.</p>				
<p>Our <u>Vision</u> is:</p>	<p>The Unit's vision is coherent with the "theology of education" of the Brothers of Christian Instruction—a calling to educate the whole person for the common good, to make special effort to reach those who might not have the chance, and to strive to be models of virtue—practical, intellectual, moral, and spiritual.</p>				
<p>Our <u>Philosophy</u> is:</p> 	<p>Three rings stand at the core of all programs and activities of the Division of Education. Faculty, staff, and candidates examine and apply the Judeo-Christian Tradition in their developing professional roles, embrace Diversity through cultural responsiveness, and engage in Service Learning. These tenets come together in the division's overarching purpose as Connecting Communities and are evident in The Unit's programs and candidates' proficiencies.</p>				
<p>Our <u>Purpose</u> is:</p>	<p>The purpose of The Unit is to nurture candidates as they develop their personhood in a balanced, supportive and integrated process that empowers them to serve students in and out of the classroom with a vocational calling.</p>				
<p>Our <u>Goals and Expectations</u> for Candidates are:</p>	<p>The division has operationalized its three principles: Judeo-Christian Traditions, Diversity; and Service Learning, into the following candidate proficiencies for initial and advanced programs. Assessments of the proficiencies affirm the Unit's expectation that all candidates will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Initial Programs :</th> <th style="text-align: center;">Advanced Programs:</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ol style="list-style-type: none"> 1. Demonstrate an understanding of student learning and development and respect diversity 2. Apply knowledge in the content area for which they have instructional responsibility 3. Create and apply varied assessments to inform </td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> 1. Critique research and theories related to pedagogy, learning, and leadership 2. Create intervention and teaching strategies, based on research and literature in the field, to meet the needs </td> </tr> </tbody> </table>	Initial Programs :	Advanced Programs:	<ol style="list-style-type: none"> 1. Demonstrate an understanding of student learning and development and respect diversity 2. Apply knowledge in the content area for which they have instructional responsibility 3. Create and apply varied assessments to inform 	<ol style="list-style-type: none"> 1. Critique research and theories related to pedagogy, learning, and leadership 2. Create intervention and teaching strategies, based on research and literature in the field, to meet the needs
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	<p>instruction, evaluate, and ensure student learning</p> <p>4. Plan and deliver effective instruction that advances the learning of each individual student</p> <p>5. Implement learning environments that promote high levels of learning and achievement</p> <p>6. Collaborate and communicate with other educators, administrators, students, and parents and the community to support student learning</p> <p>7. Demonstrate professionalism through assuming responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community</p>	<p>of all learners.</p> <p>3. Construct appropriate education artifacts reflecting best practices relative to 21st Century Skills.</p> <p>4. Analyze current professional teaching, leadership, and learning practices to determine those most appropriate for application.</p> <p>5. Use data to make decisions and inform their teaching and /or leadership practice in a transformative learning environment</p>
<p><u>Our Candidate Dispositions are:</u></p>	<p>The Division of Education defines those qualities which characterize educators who are committed to serving all learners. These dispositions are:</p> <ul style="list-style-type: none"> Fairness to all students A belief that all students can learn Commitment to the success of all students Enthusiasm for teaching and learning, and Service to others with a willing spirit. 	

The Hannon Child Development Center at Walsh University houses the Division of Education



Liberal Arts Education Curriculum Foundations for Unit Undergraduate General Education Curriculum and Core Graduate Program Curriculum

The institution's leaders and faculty believe that liberally educated individuals must observe and critically evaluate their world. They should act as leaders in service to others, pursuing meaning and truth, making informed judgments, and responding to global and technical change, in a framework of accepting responsibility for the ethical consequences of their actions.

Institutional Level: Undergraduate Programs

The institution has developed academic structures for oversight of undergraduate General Education Curriculum by hiring a Director of General Education and establishing a faculty-led General Education Committee. Working closely with the institution's Director of Assessment and the institution's Assessment Committee (UPAC), the General Education curriculum and approved courses now have articulated approved Student Learning Outcomes. General Education's overriding theme, *Finding Meaning and Purpose in the 21st Century* has a tiered, sequenced set of approved course offerings following the traditions of Catholic education and university mission. The Director of Global Learning and faculty across the institution work collaboratively to facilitate opportunities in global learning for all Walsh students and to complete General Education requirements during their enrollment at off-campus sites.

The 2012-2013 Undergraduate Catalog describes the General Education Curriculum's foundation to the institutional mission and 21st century learning: *Walsh, as a Catholic, Liberal Arts University, believes that liberally educated individuals observe and evaluate their world critically. They act as leaders in service to others pursuing meaning and truth, making informed judgments, and responding to global and technical change, all the while accepting responsibility for the ethical consequences of their actions.*

Given this approach, the General Education Curriculum exemplifies the theme: "Finding Meaning and Purpose in the 21st Century." To this end, students will investigate topics from multiple directions, outlooks, and approaches following the traditions of Catholic education as practiced by the Brothers of Christian Instruction. The General Education Curriculum will be linked to the learning outcomes approved by the Faculty Senate and University President. Courses within this core curriculum can also be taken as electives or used to meet major/minor requirements.

Tier I of the General Education Curriculum follows the traditional form of a liberal arts core curriculum exposing students in their first and second years of college to a broad spectrum of disciplines (i.e. Theology, Humanities, Fine Arts, Social/Behavioral Sciences, and Empirical Science). The Tier I course work fosters the following student outcomes: the acquisition of knowledge in the Arts and Sciences, critical thinking and communication skills, and the integration of knowledge and skills in pursuit of truth and service. Students are required to take courses in theology, philosophy, history, English, art or music. In addition, they are required to take one three-credit science course. Courses labeled NS are typical for most non-science majors, though students may elect to take other Tier I science courses. They are also required to take two (2) three-credit courses in the social and behavioral sciences from two different disciplines: Government and Foreign Affairs, Economics, Psychology and/or Sociology.

Students take their Tier II courses after completing Tier I or upon attaining junior status. Tier II courses, known as the Heritage Series, offer students an integrated approach to addressing the problems and

challenges of our time. Students will use the opportunity provided by the Heritage Series 1) to explore significant contemporary problems, 2) to locate those problems historically within western cultural, intellectual, and religious traditions, 3) to examine the challenges to the main currents in western thought provided by the historically marginalized groups within that tradition, and/or by non-western cultures, and 4) to grapple creatively with potential courses of action in solving the identified problems for future generations. The Series works in three distinct, sequentially-taken phases. <http://www.walsh.edu/course-catalogs/Undergraduate-Catalog/2012-13/tier-ii-the-heritage-series.htm>

Institutional Level: Graduate Programs

The institution now has a distinctive culture of graduate education. A Dean of Graduate Education was hired, a graduate structure has been developed and implemented for governance, policy development, curriculum oversight, and admissions. A Director of Graduate Admissions was hired in 2012 to provide necessary support for recruitment and oversight of admission procedures at this advanced level. These initiatives are in response to the university's 2011 Strategic Plan's focus on Graduate Education: *Restructure our academic programs with improved policy support and offerings that better connect students with their learning goals and community needs. Strengthen graduate programs and develop new ones. Complete comprehensive policy documents for graduate studies, including graduate workload policies; Increase SPS collaboration with graduate programs to support customer service for students; Expand certificate and licensure programs (education, MBA, theology, etc); Track enrollment, retention and completions in all graduate programs. (CF.a-1)*

Purpose of Institutional Graduate Programs

All graduate programs are founded on the Brothers of Christian Instruction mission. The Graduate Catalog defines the purpose of graduate education programs at this institution: *Graduate learning, teaching and scholarship differ from undergraduate learning, teaching, and scholarship in both intensity and kind. Graduate programs share the foundations of the University's mission, charism, and curriculum beliefs but call the student and faculty to a task that has different goals than an undergraduate program. Graduate curricula have single-mindedness in focus -- an in-depth study of a field -- and the goal of leading students to independence in the acquisition and promulgation of knowledge and practice.* <http://www.walsh.edu/course-catalogs/GR-Catalog/2012-13/the-purpose-of-graduate-learning-teaching-and-research-in-the-catholic-university.htm>



The Unit: Tenets, Candidate Proficiencies, Dispositions:

The Unit's logo remains unchanged; at the center are The Unit's three rings, or tenets, that represent the philosophy of The Unit both for initial and advanced programs. The three rings remain central to all Unit programs and accomplishments. Faculty are responsible for guiding candidates to examine and apply the Judeo-Christian Tradition in their development of professional roles, embrace Diversity through cultural responsiveness, and engage in Service Learning through course-based work in schools and community settings. Faculty and staff model these tenets for candidates through their engagement in academic and related university and community activities. These three tenets are carefully aligned to The Unit's programs and candidates' proficiencies.

Encompassing the three rings of Judeo-Christian Tradition, Diversity and Service Learning is the concept of "Connecting Communities". Faculty, staff, and candidates are called to demonstrate respect for individuals and pursue excellence, in the Judeo-Christian tradition that honors both reason and faith, as well as embrace diversity in a global perspective. This is completed through a variety of ways- through academic coursework, service learning projects, global learning, e-learning opportunities, campus organizations, and professional development opportunities. Nouwen (2008) provides a model to build communities and relationships that enable each individual to find their calling as an educator. "Community is where we help those who are poor or suffering not merely from a sense of social justice, but because we have a deep sense of our interconnectedness with all people, creatures, and all of creation. And in helping, we too are nourished." <http://www.henrinouwen.org/community/principles/>

The commitment to the ideal of developing educators who serve all learners with a willing spirit in a global society is at the heart of the philosophy of the Division of Education's programs. Based on the Brothers of Christian Instruction founding principles, the mission and vision of the University, The Unit believes that our candidates have undergone a transformation themselves--and in turn, as educators, will transform those they touch in their communities.

The first principle, the **Judeo-Christian Tradition**, refers to

- respect for the dignity of individuals, encouraging them to reach their full potential;
- the charge to imitate the virtues of Jesus—practical, intellectual, moral and spiritual; and
- honor both reason and faith.

Walsh welcomes students of all faiths. The Judeo-Christian tradition brings together reason and faith, honoring practical and intellectual virtues of this world through content mastery and strategic pedagogical variety; it balances these with moral and spiritual virtues, ultimately teaching candidates to challenge and support all learners with dignity and compassion.

The second principle, **Diversity** is manifested through:

- pedagogical application to best practice; the Division prepares its candidates to be committed to serve ALL learners;
- diversity is a defining component of the Brothers' global and socioeconomic mission; and
- the University's value of its international members by entrusting its students to their care.

This ring requires of candidates and faculty culturally responsive teaching approaches to individual students, their families and backgrounds. It requires conscientious and sensitized awareness of who students are, what their histories are, and how their cultural contexts and individual exceptionalities shape their motivation and connections with classroom learning. It requires candidates and faculty to use collaborative, inquiry-based learning and social interaction. In addition to traditional teacher-directed learning, faculty strives to create positive learning environments where students know, accept, and assist each other.

Through diverse field experiences, some embedded in courses, on-site in schools with faculty members, and all carefully sequenced and integrated into early and higher level coursework, candidates reflect upon their understanding of the impact on learning of age, race, culture, gender, socio-economic status, sexual orientation, ethnicity, language, religion, and exceptionalities. They observe and apply methods of meeting the varied needs of their students through approaches based on theoretical orientations to differentiated linguistic, cognitive, academic, behavioral, multicultural or socio-cultural issues. They come to understand the social construction of differences, how differences are categorized and experienced, and how differences are given meaning (stereotypes, discrimination, prejudice and language) in families, schools, and communities. Candidates recognize that exclusion shapes individual and collective consciousness and that inclusion begins with valuing the experiences of those excluded (Vanier, 1999). Grounded in such understanding and application, candidates are then prepared to make sensitive and informed choices among varied methods for altering the landscape of differences so that all learners can achieve.

The third link in the candidates' commitment to creating inclusive communities is **Service Learning** to:

- promotes active and collaborative learning;
- provide opportunities for self-examination and shared reflection upon common experiences; and
- provide experiences which facilitates the transformation of individuals and their sense of responsibility of caring for others connected through communities.

Walsh University implemented a required service learning component for each student beginning with the 2005 first-year student class and beyond. The University has adopted the following definition for service learning university-wide: Service Learning is defined by the American Association of Higher Education as a method under which students learn and develop through thoughtfully organized service that: A service learning course will involve students partnering with a community-based organization or group. The

students will provide service to meet a need identified by the community. The institution's adoption of service learning as defined by the American Association of Higher Education as a method under which students learn and develop through thoughtfully organized service. Walsh University Undergraduate Catalog, 2012-13: <http://www.walsh.edu/course-catalogs/Undergraduate-Catalog/2012-13/service-learning-applications.htm>

Advanced Programs: The Influence of the Catholic Mission and Brother's Charism on Graduate Programs in the University: The Purpose of Graduate Programs in the University

The Graduate Catalog provides a clear view of the important role of service in graduate programs at the institution: *The Catholic Mission and Brother's Charism call the faculty, curriculum, student, and research to respond to the mission of service to those in need. The University respects the integrity of each discipline and calls each program to create a community of scholars, learners, and practitioners who can use their skills to improve the community and the common good. The Brother's Charism of education calls both graduate faculty and students to a level of independence and initiative befitting the professional teacher, scholar, and practitioner. The combined challenge of excellence and service should infuse faculty, staff, and student alike.* Walsh University Graduate Catalog, 2012-13: <http://www.walsh.edu/course-catalogs/GR-Catalog/2012-13/the-influence-of-the-catholic-mission-and-brothers-charism-on-graduate-programs-in-the-university.htm>

The Unit's objectives align with the University's definition and purpose of service learning. As candidates introduce themselves to diverse neighborhoods through structured field experiences and service learning assignments in varied schools and community agencies, they embrace their sense of civic and moral responsibility to meet the needs of all learners. Service learning experiences provide ways in which candidates examine the needs of a community and explore how services for the needs of the community can be organized and delivered. Students' reflections on these experiences result in the personal transformation and a respect of all humanity. Reflection "facilitates the students making connections between their service and their learning experience" and indeed the hyphen in the phrase "service-learning" has been interpreted as representing this connection" (Eyler and Giles, 1999, in Connors and Seifer, 2005, p.1). Candidates are better prepared to be culturally responsive in the classrooms they serve, better able to draw together community resources, and empowered to connect students and families in the learning enterprise, wherever those students and families are found—in one's own town, in the next county, or across the ocean.

Unit and Institutional Diversity Initiatives

Since all initial program coursework are delivered at the North Canton Campus, the institution and Unit have recognized the limitations in diversity, both in student and faculty representation. While increasing this diversity has been part of the institutions strategic plans, the Unit has developed multiple diversity initiatives through its field partnerships, community outreach work, curriculum offerings and global projects.

The unit's emphasis on the three rings, or tenets enriches and renews those candidates who enroll in the Division of Education courses (and the faculty who teach such courses) for both initial and advanced

programs. The Division is committed to continue implementing the three rings: the Judeo-Christian tradition of valuing the individual's ability to achieve excellence, diversity in serving all learners, and service learning that provides self-examination, shared reflection, and transformation of individuals and their sense of responsibility of caring for others connected through communities.

The three rings affirm the Division of Education faculty's passionate belief that teaching is inherently a service profession guided by the Judeo-Christian union of reason and faith. The teacher candidate must extend excellent, innovative, and caring service to all learners.

The Unit defines and assesses those qualities which characterize educators who are committed to serving all learners. The concept of **FACES** is indicative of The Unit's commitment to the three tenets that lead to transformation of individuals and the dignity of each:

- **F**airness to all students
- **A** belief that all students can learn
- **C**ommitment to the success of all students
- **E**nthusiasm for teaching and learning, and
- **S**ervice to others with a willing spirit.

These dispositions guide the articulation of candidate proficiencies, as well as the system that assesses candidates, programs, and The Unit. They are consistent with the three rings. Each affirms the other. Baum and Swick (2008) point to the research that recognizes the need for educators to have meaningful, in-depth experiences with families. Additionally, there is a need to focus on addressing the skills and strategies for working with students' families, thus, "nurturing the essential dispositions necessary to accomplish this goal" (p. 579).

The three primary rings together are encircled on the logo by the Division of Education's purpose of Connecting Communities under the banner of Walsh University. Commitment to serve educators and P-12 students by connecting communities binds together faculty, staff, school partners, and candidates throughout the journey at Walsh University toward professional best practices in classrooms and binds together the University and the schools where Walsh University alumni teach. The motto of the Unit extends well beyond Walsh University's borders. The Division of Education works to develop long-term and far-reaching partners in service, with the Brothers of Christian Instruction educator colleagues in Uganda, and including the newest initiative, the Global Learning Partnership that links our faculty and candidates with higher education faculty, school leaders and teachers, educator candidates, and P-12 students in Israel and at multiple institutions across the United States. **(CF.a-2)**

Purpose

The purpose of the Unit is to develop educators who serve all learners with a willing spirit in a global society following the example of the Brothers of Christian Instruction. Walsh University's vision is to serve as a center of Catholic higher education in Northeast Ohio and beyond (2002-2006 strategic plan), and more exactly as "a Catholic University of Distinction—a place with flagship programs, a dynamic academic curriculum, and a transformational community" (2006-2010 strategic plan). The distinction derives not from determination to be exclusive or elitist, but from conviction to excel in developing the whole person (Board

of Directors' Report, Feb. 17, 2006). The Judeo-Christian tradition calls us to see and serve the infinite value of all humanity. The purpose of The Unit is to nurture candidates as they develop their personhood in a balanced, supportive and integrated process that empowers them to serve students in and out of the classroom in a highly professional and caring manner. The current University Strategic Plan continues to articulate the university's vision with even more clarity. **(CF.a-1)**

Every human being has dignity, and everyone journeys through a process of incremental growth rather than singular conversion. The University continues to reach out to students who might not otherwise have a chance at higher education, enrolling 44% first-generation college students. The University welcomes and sustains such students through comparatively low tuition, high-quality support systems, and a supportive academic community—a caring learning environment wherein academic excellence and close student-teacher interaction thrive.

Transcending the disciplines, the revised general education requirements (2005) aim to produce liberally educated individuals who: communicate well; respect differences; integrate knowledge-skills-faith; act as leaders in service; and continue the lifelong pursuit of meaning and truth. Within The Unit, curricular programs similarly foster critical thinking, effective communication, spiritual growth, ethical responsibility, and development of the whole person in a world of accelerating change.

Field Experiences: The Unit's Target Area for Continuous Improvement

The Unit's governance structure includes a Field and Licensure Committee (FLC) that has met monthly since fall 2009. Membership includes three full-time faculty members and the Director of Field Placements and Licensure. During the spring semester of 2012, the FLC embraced NCATE's Blue Ribbon Panel 10 Design Principles for Clinically Based Teacher Preparation and brought this to the Unit as a proposal. A self-study identified concepts currently implemented by the Unit. The Blue Ribbon Panel principles serve as the guiding force to move field and clinical practice to the target level. The FLC reviewed the number of required field hours per licensure area and made recommendations to The Unit. Field hours were slightly reduced in number and more meaningful experiences were developed through strong collaborations with clinical faculty and building principals. Newly designed field experiences have clear goals, increased classroom engagement, and more meaningful evaluation strategies. The Unit's field experiences include six categories: structured field experiences, embedded field experiences, reversed field, adjunct classroom usage, and rotational placements. **(CF.a-3)**

The Unit's faculty unanimously voted for Standard 3 to be the Target Standard in the 2013 accreditation process because of the Unit's successful history in the field standard and commitment to the principles of the NCATE Blue Ribbon Report. The division has reviewed and modified field experiences and each school partnership to provide and track expanded opportunities for candidates to interact with P-12, agency, and other higher education institutions' faculty who represent diverse groups. **(CF.a-4)**. Field experiences are collaboratively developed with faculty and P-12 partners, and candidates are assessed by cooperating teachers. Structured field experiences ensure that candidates, both at initial and advanced levels, have opportunities to work with diverse students in a variety of school settings that are linked to coursework.

The Unit has worked closely with schools and cooperating teachers to establish partnerships with a number of sites that enable candidates to experience almost all of the different types of schools found in Ohio.

Candidates are paired with sites and cooperating teachers who have an in-depth understanding of the course requirements and who work in tandem with course instructors to assess candidate knowledge, skills, and professional dispositions. Faculty share course syllabi and specific objectives of field placements and related projects with school partners to keep them informed. Consistent communication and planning with school partners for targeted field placements has provided significant exchange of knowledge between the course instructor and cooperating teacher. This has allowed candidates to experience the professional camaraderie and discussions that take place in school settings. Having the course instructor in the field experience classroom allows for reflection and discussion to take place when candidates return to campus during class sessions, again providing consistency.

Unit Initiatives Since Previous Accreditation Visit

Table CF-1: Unit Initiatives Since Previous Accreditation Visit: was developed to display the significant growth of the Division of Education in its development of projects that represent the Conceptual Framework's three tenets of Judeo-Christian traditions, Diversity and Service Learning, and best practice in 21st century pedagogy and content knowledge. The table presents samples of the Unit's overarching theme as a "Connecting Community" through projects that are in collaboration with institutional administrators and faculty, Unit faculty and candidates, and P-12 community partners, locally and globally.

Walsh Celebrated its Golden Anniversary in 2010—2011



IR Table CF-1 Unit Initiatives Since Previous Accreditation Visit A Connecting Community			
Description of Initiative	Unit Members' Roles in Initiative	Links for Documentation	Activities and Outcomes
Technology/21st Century Projects			
Transformational Learning Center: Scholarship of Teaching and Learning	<ul style="list-style-type: none"> Chair and Director of Graduate Education served on Core Planning Team for Year I. Unit faculty and candidates meet with design teams to plan for teaching and learning spaces in new center 	http://libguides.walsh.edu/transformativeteaching	Designs for new learning center are under review with architects and design teams
Model learning space in Hannon Center	Unit members work with university leadership to design state of the art learning space in Hannon building	Please reference IR Exhibit CF.5-6	Design of model learning space in Hannon Center; Unit members served on learning spaces task force with Unity faculty input
The Intelligent Community Forum	<ul style="list-style-type: none"> Unit Faculty and candidates participate in ICF Conference EDUC208 Instructional Technology courses and Transition U students provide technology support 12/25/12 	http://www.walsh.edu/institute http://www.intelligentcommunity.org/	First Walsh University ICF conference 12/25/12: faculty and candidates participate
Integration of 21 st Century technology in coursework and field-based teaching experiences	Faculty and candidates collaborate, engage in professional development	Site on http://www.edmodo.com (Contact Division for login information) http://walshtechfair.pbworks.com/	Faculty Learning Communities, technology fairs and assistance to school partners, BYOD, Transition U activities
E-Tech of Ohio \$100,000 funded grant	Faculty members awarded competitive grant for pre-service and in-service teacher	http://www.youtube.com/watch?v=qcgb_kPsGkw	Summary of opportunities for faculty and candidates to work together to assist local

	collaboration on technology.	http://www.etech.ohio.gov/teacher-planning-grant	teachers in transforming their instruction
TED-ED –Unit faculty	Faculty and candidates participate in professional development activities regarding flipped classrooms and the TED-Ed research collaborative program.	http://www.ohio.com/news/ted-ed-comes-to-stark-county-1.372796	Candidates conduct clinical research and utilize TED-Ed Beta flipped classroom resources.
E-learning faculty training	Faculty members participate in online and blended/hybrid eLearning training covering course design, development, and delivery.	https://my.walsh.edu/node/1296	Faculty members developed a proficiency in eLearning course planning, development, and delivery.
Development of Unit Partnerships- Collaborations			
Transition U Partnerships	Unit Chair and Provost Developed MOU with North Canton City Schools Superintendent, Director of Special Education, Curriculum Director, Walsh VP of Student Affairs	http://www.cantonrep.com/news/x1425132930/Transition-U-sends-special-needs-students-to-college	Transition U classroom housed in Hannon Center, collaborates with Unit faculty and candidates for field experiences, Council for Exceptional Children activities
Global Learning Partnership (GLP)	Higher Education Partnerships with The Ohio State University, Oranim College, Israel, University of Colorado-Denver, Wheelock College	Please Reference IR Exhibit 4.4.g-2, and IR Exhibit 4.4.g-3	Virtual classrooms connected through videoconferencing, inquiry-based learning, International course development, collective teaching, and research projects
Global Learning			
Kisubi, Uganda		Essential Handbook-Kisubi	
Global Learning Experiences-Advanced Program Candidates		http://www.walsh.edu/global-learning	
Global Learning Experiences-Initial Program	Faculty and Office of Global Learning collaborate, commitment		Fall 2013 undergraduate global learning trip- Italy;

Candidates	to Global Learning		
Global Learning Partnership (GLP)			Hired part time faculty member to coordinate internal program; Israeli educator visit Fall 2012; Joint faculty mission to Israel—March 2013; Launch of first course: Special Needs in Culturally Diverse Global Communities—May 2013
Unit Hiring- Faculty and Staff Positions			
Joint Appointments: Education and Content Faculty Development of new/field review of coursework/advising loads/committee work			Please Reference IR Exhibit 6.2-b Continuous Improvement
Global Learning Project Director			Please Reference IR Exhibit 4.g-3
Candidate Data Analyst			
Professional Development for P-12 Schools/Community Partners			
Professional Development for P-12 Schools to Support 21 st Century Learning	Partnerships at St. Joan of Arc and North Canton Schools provide faculty and candidates with professional development opportunities through shares in-service programs, communities of practice, and support.	http://hooverhybrid.pbworks.com	Faculty and candidates teach and learn beside PK-12 teachers.
Professional Development for Institution and Unit			
Unit members Lead Faculty Learning Communities			Please Reference IR Exhibit 5.g-4

Unit Research/Studies			
Diversity Study for Pre-service Candidates		Please Reference IR Exhibit Link to 4.b-7	Unit Diversity Research Study for Pre-service Candidates
Field and Clinical Self-Study		Please Reference IR Exhibit 3.h-1	
GLP Research Project		Please Reference IR Exhibit 4.g-2	
Whole Brain Research		Please Reference IR Exhibit 5.e-7	
Cube of Love Research Dialogue and Development of Research projects- global network		Please Reference IR Exhibit 4.4g-4	Unit faculty dialogue with members of Focolare EDU Boston College
edTPA Pilot		http://edtpa.aacte.org/	
TED-Ed Pilot Project		http://ed.ted.com	

Goals: Initial and Advanced Candidate Proficiencies/Student Learning Outcomes

Another significant change in the Unit's work since the 2008 accreditation review and revision of our Conceptual Framework is in the Candidate Proficiencies/Student Learning Outcomes. The Unit has operationalized its three principles: Judeo-Christian Traditions, Diversity; and Service Learning into seven student learning outcomes /candidate proficiencies for initial programs and five candidate proficiencies for advanced. Previously, there was only one set of Candidate Proficiencies that was shared by both initial and advanced programs. The separation allows for clear differentiation of purpose and identification of rigorous outcomes that are linked to leadership and research in advanced programs while still maintaining Unit mission.

Assessments of the following seven proficiencies affirm The Unit's expectation that all candidates in Initial Programs will:

- Demonstrate an understanding of student learning and development and respect diversity
- Apply knowledge in the content area for which they have instructional responsibility
- Create and apply varied assessments to inform instruction, evaluate, and ensure student learning
- Plan and deliver effective instruction that advances the learning of each individual student
- Implement learning environments that promote high levels of learning and achievement
- Collaborate and communicate with other educators, administrators, students, and parents and the community to support student learning.
- Demonstrate professional proficiency through assumption of responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community

Assessment of the following five proficiencies affirms The Unit's expectations that all candidates in Advanced Programs will:

- Critique research and theories related to pedagogy, learning, and leadership
- Create intervention and teaching strategies, based on research and literature in the field, to meet the needs of all learners
- Construct appropriate education artifacts reflecting best practices relative to 21st Century Skills
- Analyze current professional teaching, leadership, and learning practices to determine those most appropriate for application
- Use data to make decisions and inform their teaching and /or leadership practice in a transformative learning environment

Alignment of the seven initial candidate proficiencies and the five advanced candidate proficiencies with the Unit's mission are each delineated in the two tables that follow; IR Tables CF-2 and CF-3.

Walsh Candidate works with students during her global experience in Kisubi, Uganda in Africa



Interrelation of Division Tenets and Candidate Proficiencies: Initial Programs

IR Table CF-2				
Alignment of Candidate Proficiencies with Conceptual Framework, Ohio Educator Standards, and INTASC Standards - Initial				
WALSH UNIVERSITY Candidate Proficiencies/Student Learning Outcomes		WALSH Conceptual Framework	Ohio Educator Standards	INTASC Standards
1	Demonstrate an understanding of student learning and development and respect diversity.	Judeo-Christian Tradition Diversity	1. Students	1. Learner Development 2. Learning Differences
2	Apply knowledge in the content area for which they have instructional responsibility.	Judeo-Christian Tradition	2. Content	4. Content Knowledge 5. Application of Content
3	Create and apply varied assessments to inform instruction, evaluate, and ensure student learning.	Judeo-Christian Tradition Diversity	3. Assessment	1. Learner Development 2. Learning Differences 5. Application of Content 6. Assessment
4	Plan and deliver effective instruction that advances the learning of each individual student.	Judeo-Christian Tradition Diversity	4. Instruction	2. Learning Differences 5. Application of Content 7. Planning for Instruction 8. Instructional Strategies
5	Implement learning environments that promote high levels of learning and achievement.	Judeo-Christian Tradition	5. Learning Environment	3. Learning Environments 5. Application of Content

IR Table CF-2				
Alignment of Candidate Proficiencies with Conceptual Framework, Ohio Educator Standards, and INTASC Standards - Initial				
WALSH UNIVERSITY Candidate Proficiencies/Student Learning Outcomes		WALSH Conceptual Framework	Ohio Educator Standards	INTASC Standards
6	Collaborate and communicate with other educators, administrators, students, and parents and the community to support student learning.	Judeo-Christian Tradition Service Learning	6. Collaboration & Communication	9. Professional Learning and Ethical Practice 10. Leadership and Collaboration
7	Demonstrate professionalism through assuming responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.	Judeo-Christian Tradition Service Learning	6. Collaboration & Communication 7. Professionalism	9. Professional Learning and Ethical Practice 10. Leadership and Collaboration

Interrelation of Division Tenets and Candidate Proficiencies: Advanced Programs

IR Table CF-3				
Alignment of Candidate Proficiencies with Conceptual Framework, Ohio Educator Standards, and INTASC Standards - Advanced				
WALSH UNIVERSITY Candidate Proficiencies/Student Learning Outcomes		WALSH Conceptual Framework	Ohio Educator Standards	INTASC Standards
1	Critique research and theories related to pedagogy, learning, and leadership	Judeo-Christian Tradition Diversity	2. Content 7. Professionalism	4. Content Knowledge 9. Professional Learning and Ethical Practice
2	. Create intervention and teaching strategies, based on research and literature in the field, to meet the needs of all learners	Judeo-Christian Tradition Diversity	2. Content 4. Instruction 5. Learning Environment	2. Learning Differences 5. Application of Content 7. Planning for Instruction 8. Instructional Strategies
3	Construct appropriate education artifacts reflecting best practices relative to 21st Century Skills	Judeo-Christian Tradition Diversity	2. Content 7. Professionalism	4. Content Knowledge 5. Application of Content
4	Analyze current professional teaching, leadership, and learning practices to determine those most appropriate for application	Judeo-Christian Tradition Diversity Service Learning	2. Content 3. Assessment 7. Professionalism	4. Content Knowledge 9. Professional Learning and Ethical Practice 10. Leadership and Collaboration
5	Use data to make decisions and inform their teaching and /or leadership practice in a transformative learning environment	Judeo-Christian Tradition Diversity	3. Assessment 6. Collaboration & Communication 7. Professionalism	6. Assessment 9. Professional Learning and Ethical Practice 10. Leadership and Collaboration

Alignment of the Candidate Proficiencies and Standards

All of the Division of Education's initial licensure and advanced programs, candidate assessments, and candidate proficiencies are aligned with national and state standards for excellence. Careful consideration has been given to the national Specialized Professional Associations (SPAs) guidelines. All licensure programs have been submitted for national peer review and have all been nationally recognized. Ohio has adopted the national Common Core standards. <http://www.corestandards.org/> and Unit faculty have participated in professional development and have provided resources to transition our candidates for mastery of the new standards.

The University has agreed to participate in the High School/Higher Education Alignment Initiative Grant. The charge is to align teacher preparation programs to match Ohio's Common Core State Standards. The Ohio Department of Education, in collaboration with the Ohio Board of Regents, developed the High School – Higher Education Alignment Initiative through Race to the Top. In February of 2012, fourteen partnerships (or consortia) of high school, higher education, career-technical and supporting institutions were awarded grants to advance the work of the project goals: align curriculum in English language arts and mathematics to positively impact postsecondary remediation rates; align teacher preparation programs to meet Ohio's new rigorous content standards; and provide on-going data exchange between high schools and higher education institutions to promote greater student mobility and college success.

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1887&Content=131466>. During 2012-2013, year two of the grant, the university was invited to collaborate with the Educational Service Center (ESC) and other participating institutions to share resources for faculty and candidates.

Knowledge Bases Informing the Conceptual Framework

"Faith and reason are like two wings on which the human spirit rises to the contemplation of truth; and God has placed in the human heart a desire to know the truth—in a word, to know himself—so that, by knowing and loving God, men and women may also come to the fullness of truth about themselves" (cf. *Ex* 33:18; *Ps* 27:8-9; 63:2-3; *Jn* 14:8; 1 *Jn* 3:2). September 15, 1998.

"...Augustine's entire intellectual and spiritual development is also a valid model today in the relationship between faith and reason, a subject not only for believers but for every person who seeks the truth, a central theme for the balance and destiny of every human being. These two dimensions, faith and reason, should not be separated or placed in opposition; rather, they must always go hand in hand." As Augustine himself wrote after his conversion, faith and reason are "the two forces that lead us to knowledge" (*Contra Academicos*, III, 20, 43).

In light of the Unit's central tenet of "Connecting Communities", and its three rings, all candidates will model respect for individuals and pursue excellence—in the **Judeo-Christian tradition** that honors both reason and faith, respects and serves diverse learners, and engages in service learning. The Division of Education embraces the teachings of the Second Vatican Council historical document, *The Church in the Modern World*, or *Gaudium et Spes*. These statements from the document are realized by The Unit through coursework, service learning experiences, dialogue and reflection, that the Church must serve the world, enter into honest dialogue with the whole human family, and participate in the struggle for societal transformation. This document visibly directs the University as well as the Division outwardly, addressing

service to the global community and the human community. Three themes of Catholic social justice through the integration of *Gaudium et Spes* in the general education curriculum of the University help to frame the spiritual formation for all Unit candidates. These three themes are: life and dignity of the human person; the call to family, community and participation; and solidarity.

Life and Dignity of the Human Person: “The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. This belief is the foundation of all the principles of our social teaching” (*Gaudium et Spes*, 1965, taken from The United States Conference of Catholic Bishops 2005). The Division responds to this theme in its belief that all students can learn and that all educators must reach out to serve all students and their families.

Call to Family, Community, and Participation: “The person is not only sacred but also social...” “We believe people have a right and a duty to participate in society, seeking together the common good and well-being” (*Gaudium et Spes*, 1965, taken from The United States Conference of Catholic Bishops 2005). The Division responds to this theme in its commitment to service and sense of community, with candidates, faculty and staff, school and community partners, and P-12 learners and their families.

Solidarity: “We are one human family whatever our national, racial, ethnic, economic, and ideological differences. We are our brothers’ and sisters’ keepers, wherever they may be. Loving our neighbor has global dimensions in a shrinking world. At the core of the virtue of solidarity is the pursuit of justice and peace” (*Gaudium et Spes*, 1965, taken from The United States Conference of Catholic Bishops 2005). The Division responds to this theme with its commitment to serve all diverse learners through cultural responsiveness and responsibility for all. This is evident throughout course content, readings, service learning experiences, and structured fieldwork.

The division’s vision and mission are guided by the vision and mission of the Brothers of Christian Instruction and actively fulfilled through the University’s commitment to *Gaudium et Spes*. Broffnenbrenner (2005) states that all educators must become “cultural learners” so that they are able to “engage all families in empowering relationships within every ecological setting”, including the home, school, and broader community. **Diversity**, as addressed by the Unit, embraces all types of learners and presents in different forms. Diversity can be seen in the classroom in the ability levels of the students that form the cohort of individuals. This diversity is evident in every classroom regardless of the racial, ethnic, linguistic, cultural, age, gender, sexual orientation, religion, the uniqueness and the exceptionalities of every individual, and the demographics of each teaching environment. Global learning and institutional opportunities for faculty and candidates to interact with partners across the United States and internationally now further enhance students’ awareness of different cultures and is encouraged.

The Division believes that differentiated instruction is a key model for the success of all learners and aligns with its mission and vision. It requires educators to work to ensure all learners including those with learning difficulties, advanced academic levels, varied cultural groups, and those with varying experiential backgrounds are provided instruction that addresses their individual needs and learning styles (Sternberg

and Zhang, 2001). The Division is committed to assure its candidates know how to vary instruction to meet the needs of all students; many faculty and school partners use Universal Design for Learning (UDL) <http://cast.org/udl/index.html> as an important conceptual model. In almost every course, faculty examine ways to use differentiated instruction in preparing lesson plans and delivering instruction. “Differentiated instruction is based on assessing students’ needs, implementing multiple approaches to learning, and blending whole class, small group, and individual instruction” (Vacca, Vacca, Gove, Burkey, McKeon, 2012, p. 91). As a respected professor in the Division, Dr. McKeon teaches these strategies in her Reading courses and assists candidates in using these strategies in their field experiences.

The structured field experiences afford candidates opportunities to apply and practice differentiated instruction under the guidance of faculty members and cooperating teachers in classroom settings. In fact, Tomlinson’s differentiated instruction model provides a knowledge base for the Division’s work and “focuses on carefully planned modifications or adaptations in response to individual student learning needs in content, process, product, and environment” (Tomlinson, 1999). Faculty are committed to applying this model across curriculum with all types of learners in diverse settings.

Additionally, and to supplement the concepts of differentiated instruction, the Division has adopted a common text book, *Multicultural Education in a Pluralist Society* (Gollnick and Chinn, 2012), which is threaded through the Education curriculum (initial and advanced) beginning with the first education course and culminating in the clinical practice seminar/practicum courses. Specific course assignments from chapters of the book engage and encourage candidates to examine and become culturally responsive to meet the needs of all learners and their families.

Cartledge, Gardner, and Ford, who identify three components that must be present in order to infuse multicultural education in the classroom,

“First, teachers must have excellent knowledge of the academic content to be taught. Second, teachers must purposefully plan lessons with the intent of including culturally sensitive information. Third, since no one teacher can be from every cultural and linguistic group, teachers must assume the role of the learners; that is, they should seek to learn about various culturally and linguistically diverse groups, especially those to which their students belong” (2009, p. 60).

The Division embraces all types of diversity and instills in its candidates strategies and learning opportunities through field and clinical experiences as well as applied assignments that nurture and promote the uniqueness of the learners they will encounter.

The third component of the Division’s philosophy focuses on **service learning**. “Service-learning is deeply rooted in the action-reflection theories of John Dewey and David Kolb, who describe the importance of combining individual action and engagement with reflective thinking to develop greater understanding of the content being studied” (Crews, 1999 in Connors and Seifer, 2005, p.1). Students learn best by doing and the balance of action and reflection allows candidates to be aware of the impact of their work. While service learning and the integration of field and clinical experience with coursework on pedagogy and content has always been a key part of the Division’s initial program, a new emphasis has emerged and re-energized the Division’s efforts since the introduction of the general education core in 2005. This emphasis on service learning extends to the advanced program as well. Studies by Shulman (2002), Villegas and

Lucas (2002) and Ladson-Billings (2001) demonstrate potential for significant change in candidates when they come to a deep understanding (usually field-based) that the world is not made in the image of their own upbringing, instead, they and their students are continually influenced by the diverse communities and contexts they encounter..

Service learning is not completed in isolation but as a complement to the Judeo-Christian and Diversity rings. Engaging in service provides the candidate with an opportunity to know one's self in order to evolve into a giving person who serves with a willing spirit. This resonates with the Catholic social justice values that are so much a part of the legacy of the Brothers of Christian Instruction. "Spiritual experience can be described as the conscious recognition of a connection that goes beyond our minds or emotions...[Spiritual approaches are] the kinds of approaches that encourage a commitment to matters of the heart and spirit that are among the positive building blocks of healthy development" (Lantieri, 2001, p. 16). Coming together across campus and within the community, the Division of Education paired with the Division of Theology to offer an outreach initiative bringing children of varied cultures together for summer camps and after-school tutoring programs in local parishes. Division candidates serve learners and their families alongside faculty from two divisions, who are lay and religious members creating connected community partnerships.

Integral to service learning is the reflective component which closes the loop in the learning cycle. Service learning experiences provide springboards for candidates to share honest reflections with peers and faculty within the academic classroom. Parker Palmer (1992) likens reflection to having a rich dialogue with others which allows for understanding of others. Learning becomes part of the community norm and involves multiple people and multiple experiences (Palmer 1992).

For these reasons, the Division engages teacher candidates in service-learning initiatives in which they work with P-12 students in a variety of settings that include tutoring and after-school programs. The faculty promote service-learning in their courses so that teacher candidates can have a positive impact in the schools and in their communities. As a pedagogical strategy, service learning prepares "future teachers to motivate and educate P-12 students because it incorporates...[an] understanding [of] how children learn...instruction based on knowledge of the community and reflective strategies to evaluate their performance and impact on students" (Myers & Pickeral, 1997, p. 33).

Campus Compact, formed in 1985, is a national coalition of more than 950 college and university presidents representing some 5 million students dedicated to promoting community service, civic engagement, and service learning in higher education (<http://www.compact.org/resources/>). As a member of the Ohio Campus Compact since its inception in 1992, Walsh University faculty and staff have attended conferences and secured funding for enrichment and outreach programs for disadvantaged children and adolescents. The knowledge base in service learning and diversity is continuously being extended through university-wide initiatives to expand service learning throughout every division's curriculum. International and regional service experiences in Appalachia, in El Salvador, in Europe, or in Kisubi (Uganda, Africa) are available for interested students.

The Division of Education faculty, in collaboration with colleagues across campus, is actively engaged in professional literature discussions and reviews to promote our own professional development with 21st century technologies and examination of best practice pedagogies through the scholarship of teaching and

learning. A list of updated references and resources, since the 2008 review, provided by faculty members, is presented at the conclusion of this document.

Summary of Conceptual Framework

The Unit continues to celebrate its own transformation through its commitment to mission and continuous improvement since the initial NCATE visit and accreditation in 2008. The Unit has carefully maintained its strong commitment to mission and tenets of the Conceptual Framework while strategically using BOE feedback from the 2008 review to make significant and numerous changes articulated in this Conceptual Framework. These include significant revisions in its advanced programs, creating a new system for Unit governance through faculty committee reorganization, carefully reviewing and using Unit data to make informed decisions for changes in coursework, field, clinical practices and revisions in its assessment system, separating Initial and Advanced Candidate Proficiencies to more effective learning outcomes and assessment of those outcomes, and developing new projects and partnerships that best reflect current 21st century practices and alignment with state, national, and international standards.

The Division of Education received positive feedback of its field and clinical work from the 2008 BOE review and consistently receives positive feedback from its P-12 community partners. This led the Unit to unanimously select Standard 3, Field and Clinical for its Target Standard. Unit faculty members have been engaged in significant course-based field revisions. The Field/Clinical Committee has studied and shared NCATE's Blue Ribbon Panel principles with all Unit members, utilizing this document as the vehicle to move field and clinical practice to the target level. This work also includes modifications to meet the theoretical and practical bases of our work in Ohio as a Teacher Performance Assessment (edTPA) state. Unit faculty and candidates, in collaboration with other state higher education institutions and our state leadership are engaged in pilot work and training as part of the state's agreement and find this new work transformational for ourselves and our candidates.

The Unit is pleased to celebrate its transformative practices and in turn its commitments and collaborations with stakeholders throughout the institution and through its community partners. Projects are chosen carefully to assure that members of the Division of Education continue to reflect the foundations of the Brothers of Christian Instruction that form the institutional mission and vision. The artifacts provided throughout this Conceptual Framework represent the steadfast connection to mission and vision within its journey of transformation through continuous improvement.

As articulated in the original Conceptual Framework, the transformation from student to candidate to educator remains central to our mission and Unit work as a "Connecting Community". In the Unit's conceptualization of community, all partnerships contribute to this transformation. The Conceptual Framework articulates The Unit's reflection of mission, vision, philosophy and goals, while demonstrating an unwavering commitment to transform educators who will serve all learners in their classrooms and in their community with a willing spirit in a global society.

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ADDENDUM TO CONCEPTUAL FRAMEWORK- 2012 UPDATES, REVISIONS THAT REFLECT CHANGES IN UNIT PRACTICES SINCE 2008 NCATE REVIEW

UPDATED RESOURCES SINCE LAST NCATE REVIEW

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