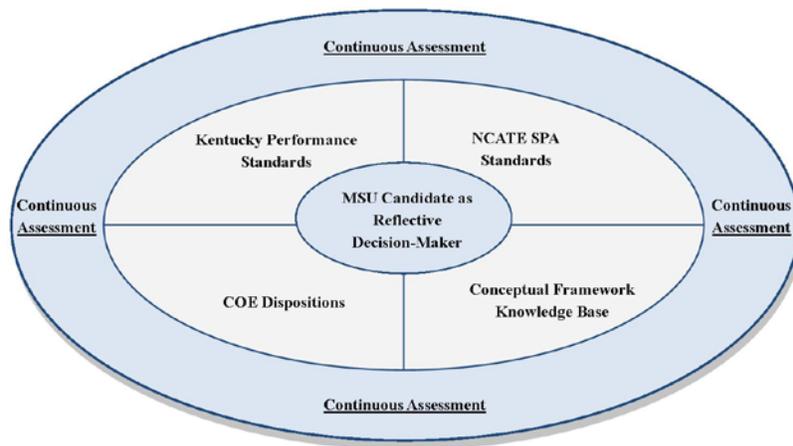


EDUCATION PROGRAM'S CONCEPTUAL FRAMEWORK

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs. The college envisions it will be recognized for producing graduates who foster excellence in their communities. The college's education programs support that mission and vision by ensuring candidates exemplify the knowledge, skills, dispositions, leadership qualities, and decision-making skills necessary to serve as effective educators in their communities. The goal of the college's educator preparation program is to produce candidates who demonstrate the characteristics of a Murray State University graduate, the proficiencies delineated by **Kentucky Teacher Standards** and the knowledge required by learned societies. Program experiences equip candidates with the knowledge, skills, and dispositions to become **reflective decision-makers**. "Educator as a reflective decision-maker" is the unit's **theme**. Undergraduate candidates demonstrate professional dispositions throughout their course work, field experiences, and student teaching. Graduate candidates exhibit the same dispositions while developing their capacity as **teacher leaders** who foster excellence in their classrooms, schools, districts, and communities. Murray State University candidates will become educators who are:

1. **Inclusive** – Advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
2. **Responsible** – Consider consequences and makes decisions in a rational and thoughtful manner for the welfare of others. Act with integrity to pursue an objective with thoroughness and consistency.
3. **Enthusiastic** – Exhibit eagerness and passion interest in tasks that relate to beliefs about education.
4. **Caring** – Demonstrate regard for the learning and well-being of every student.
5. **Confident** – Exhibit certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
6. **Ethical** – Conform to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.

Educational research, theory, philosophy, and best practices create the **knowledge base*** that informs faculty and guides program goals. Program curricula, goals, and outcomes are aligned with and informed by the standards of learned societies, SPAs, and professional benchmarks including but not limited to the **EPSB Kentucky Teacher Standards, EPSB, Kentucky Interdisciplinary Early Childhood Education Teacher Standards, National Council of Teacher Educator Standards, CAEP Standards, InTASC Standards, National Association of School Psychologists Standards, and the Council for Accreditation of Counseling and Related Educational Programs Standards**. Candidates' standards-based knowledge, pedagogical proficiency, and professional dispositions are systematically monitored and formally evaluated through the education program's **continuous assessment** system. Each program uses student data to inform program improvement.



* Note: A more extensive version of the Conceptual Framework that includes the Knowledge Base is available at coehsnet.murraystate.edu.