



## Mission, Vision, and Values

### Mission

The College of Education prepares its students to be reflective lifelong learners; advocates for diversity and social justice; and engaged, effective, transformative educators and mental health professionals.

### Vision

The College of Education will be a recognized regional leader in the preparation and ongoing development of educators and of mental health professionals. The College will be especially acclaimed for its leadership in the following areas:

- Performance-based assessment practices
- Field-based and clinical practice
- Evidence-based process improvement
- Achievements in teaching, scholarship, research and service

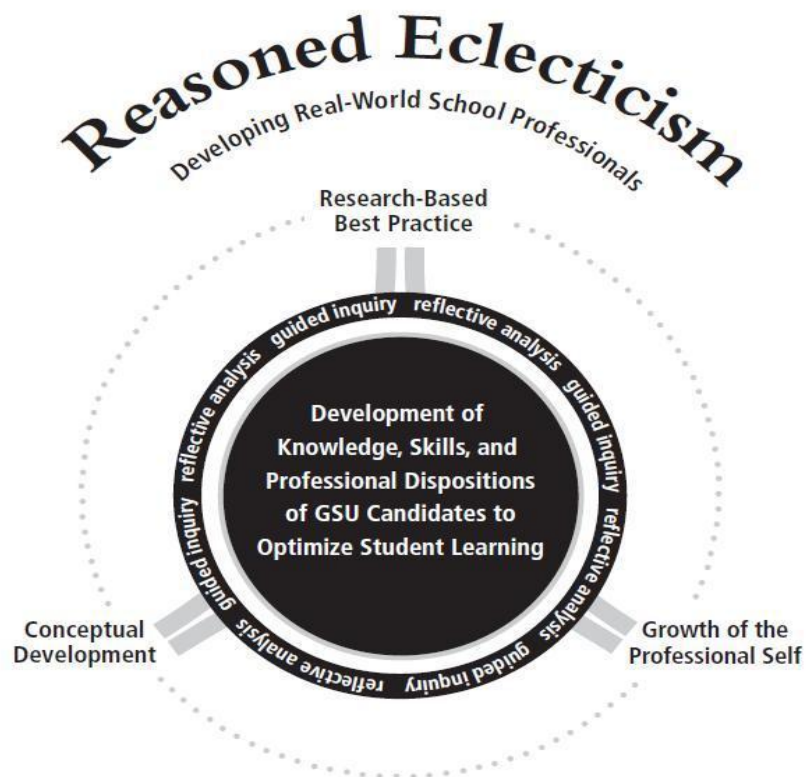
### Core Values

- Education sustains democracy.
- Education provides powers of concentration and worthy objectives upon which to concentrate.
- Education is a life-long journey worth the effort.
- It is our professional responsibility to create and maintain a learning environment that builds up the human spirit, both socially and intellectually.
- We remake the world when we share our intellectual ideals, model ethical standards, embrace human diversity, and engage in civil and professional service.

## The Professional Education Unit (PEU)

The professional education unit seeks to offer the highest quality academic programs, balancing innovation and best practice, to meet the needs of adult lifelong learners. The faculty, staff and administration are committed to seeking and maintaining national accreditation of the unit and all of its programs; enhancing existing programs as well as creating new programs, including doctoral studies; integrating wide-spread use of technology into curricula and into content and modes of instruction; and fostering an understanding and appreciation of the significance of human diversity in ethnicity, socio-economic status, gender and learning styles.

### Conceptual Framework



Reasoned eclecticism, the harmonizing element in all the unit's activities, emerges from the unit's emphasis on the development of competent practitioners

- who operate at high cognitive levels; and
- who attend primarily to application and testing of knowledge (rather than to theoretical orthodoxy).

Increasing attention on performance assessment asks teacher educators to redirect their focus from the theoretical into the teaching/learning environment where theory and

practice meet. The unit believes that reasoned eclecticism produces desirable results and outcomes more frequently than any single, more purely theoretical approach.

A vital characteristic of the successful reasoned eclectic practitioner is a high level of cognitive development and operation. The unit is committed to moving candidates from lower pre-conventional levels of cognitive complexity to higher post-conventional cognitive levels in order to optimize their application of reasoned eclecticism. Graduates at higher stages have the knowledge, skills and dispositions to change the learning environment in accord with the diverse needs of diverse students.

The Professional Education Unit (PEU) is dedicated to the development of knowledge, skills, and professional dispositions of GSU candidates through reflective analysis and guided inquiry to optimize student learning.