As scholars, candidates are familiar with and prepared to contribute to the body of knowledge in education; able to analyze, reflect on, and research issues relevant to the profession.

As lifelong learners, candidates exhibit intellectual curiosity and a quest for truth that lead them to take advantage of all opportunities for personal and professional growth and development.

As leaders, candidates demonstrate social responsibility, integrity, and a commitment to be agents of change to improve the lives of their fellow citizens.

As reflective professionals, candidates incorporate sound theory and best practice; and utilize the knowledge, skills, dispositions, habits of inquiry, and commitment to diversity and technology that their preparation has developed. They reflect on their professional practice with dedication to the pursuit of excellence, integrating teaching and learning, research, and service.

The School of Education prepares scholars, lifelong learners, leaders, and reflective professionals dedicated to the pursuit of excellence. The logo of the SOE incorporates the Cross from the shield of Saint Xavier University to acknowledge the Mission and Strategic Directions of the University and the Core Values from the founding Sisters of Mercy. Caring, capable, and highly qualified faculty personify those attributes in the community of Saint Xavier University and in the profession of education, and direct the candidates' progress in the acquisition of relevant knowledge, skills, and dispositions.
Components of the Conceptual Framework of the School of Education

The conceptual framework integrates the components of knowledge, skills, dispositions, inquiry, diversity, technology, integration of theory and practice, and promotion of life-long learning. Each component is exemplified in a goal and described as an outcome of the programs of the School of Education, and evidenced through the daily and on-going work of the faculty and candidates in the three areas of teaching and learning, research, and service.

Knowledge
Candidates must possess knowledge related to teaching and learning or clinical practice that is developmentally appropriate and research based, reflective of current best practices.

Skills
Candidates must possess the practice skills that are effective and respectful of others’ self-worth, dignity, cultural backgrounds, learning styles, and intellectual dispositions.

Dispositions
Candidates must enhance or acquire the dispositions of being reflective, empathic and compassionate, professional, service-oriented, honest, and respectful.

Inquiry
Candidates must demonstrate an inquiry-based approach, using the skills of reflection, critical analysis, synthesis, and evaluation.

Diversity
Candidates who serve in a diverse world must have the knowledge, skills, and dispositions appropriate to help others. Therefore, candidates in the School of Education are prepared to meet the needs of diverse populations, as well as understand how social and cultural forces impact American education and society at large.

Technology
Candidates must be prepared to utilize theories and strategies that facilitate working with diverse populations through the use of technology and its many benefits.

Integration of Theory and Practice
Candidates must possess an understanding of multiple theories and approaches while demonstrating the transfer of these concepts into practice.

Promotion of Life-long Learning
Candidates must demonstrate a regard for life-long learning and a commitment to personal and professional development.

Commitment to Diversity and Technology

The School of Education is committed to ensuring diversity within the ranks of its candidates, faculty and staff. University-wide recruitment efforts and the encouragement of a student population that includes 31% minority members have resulted in commendations as an environment that welcomes diversity.

Faculty create diverse learning experiences for candidates that broaden their intellectual and social development and enhance their practice wisdom. Clinical and field experiences are designed to assure diversity of experiences and interaction among diverse populations of students and faculty.

These teaching and learning experiences are supported by the integration of technology that is embedded in the program design and delivery, at the candidate and faculty levels. Support for candidates as they develop technological proficiency is provided, but the expectation is that candidates utilize technology to enhance teaching and learning for themselves and their learners/clients.