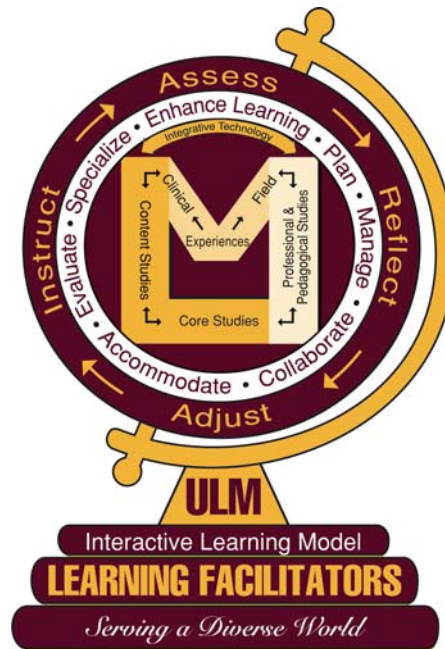


The ULM Conceptual Framework: Process, Product and Practice

The graphic depiction of the College of Education and Human Development Conceptual Framework, **The Interactive Learning Model**, incorporates concentric circles to convey the unit's commitment to prepare learning facilitators to move from the university classroom to the broader context of PK-12 classrooms and beyond to positively impact an increasingly diverse world community. Both undergraduate and graduate programs within the unit subscribe to the conceptual framework.



Process: The central core of the graphic superimposes the letters of our name, ULM, and outlines the interactive process of the conceptual framework. Based upon standards, research findings, and sound professional practice, the process addresses four program components: (1) Core Studies; (2) Content Studies; (3) Professional and Pedagogical Studies; and (4) Clinical and Field Experiences. Technology is infused throughout all aspects of the program.

Product: The product of this training process is the Learning Facilitator who maintains and employs specific skills necessary to ensure well planned, continuous, and effective service delivery to diverse populations of students. Learning Facilitators demonstrate professional knowledge, skills, and dispositions (KSD's) in: (1) Planning, (2) Management, (3) Learning Enhancement, (4) Evaluation, (5) Accommodation and Collaboration, and (6) Specialization.

Undergraduate and alternate certification graduate programs prepare Initial Learning Facilitators who focus on learning facilitator performances in all areas, but with special emphasis upon the first four areas.

Graduate programs prepare Advanced Learning Facilitators who exhibit advanced performances in all six areas. These programs emphasize the area of specialization in which candidates demonstrate knowledge, skills, and dispositions consistent with specialty professional standards and continued professional development.

Practice: The standards-based preparation that candidates receive prepares them for effective *practice*. The outer circle of the graphic depicts the cycle of assess-reflect-adjust-instruct of the assessment system that provides for continuous improvement of students, candidates, and the unit. The design, organization, and sequence of courses and learning experiences and the assessment system ensure candidate mastery of targeted knowledge, skills, and dispositions (KSD's).

The books supporting the base of the visual model symbolize the *knowledge base* foundation, and the globe configuration conveys the *ultimate goal* of the conceptual framework, serving a diverse world. Emphasis at both the program and candidate levels is on lifelong learning that encourages continuous evaluation of personal and professional skills necessary for effective practice and upgrading of skills to reflect new knowledge bases.