I. The *Advanced Core Professional Dispositions Assessment* is designed to provide a measure of candidate progress on the professional dispositions and skills contained in the Winthrop University Richard W. Riley College of Education Graduate Conceptual Framework. This assessment is for candidates in all Master of Education (MEd) advanced degree programs. Some programs may conduct additional assessments of professional dispositions specific to the field/specialty.

II. The *Advanced Core Professional Dispositions Assessment* is administered at three points during the candidate’s program—(a) Admission, (b) Midpoint or Entry to Clinical Practice Review, and (c) Program Completion. The first administration is a self-assessment. After admission to the program, candidates complete a self-rating on the instrument. The purpose of this self-assessment is for candidates to gain an understanding of program expectations and to set personal goals, if appropriate. The results are maintained by the program coordinator and are reviewed by the program area committee at the midpoint and prior to program completion.

III. The program area is defined as the candidate’s graduate degree program. The program area committee should be comprised of a minimum of two full-time faculty members. If the program area has less than two full-time faculty, other faculty from the department and/or college are invited to participate in candidate reviews.

IV. At the Midpoint and Program Completion reviews, one or more program faculty complete the *Advanced Core Professional Dispositions Assessment* on each candidate reviewed. Programs differ in their approach to sharing this information with the candidate. In some programs, the form is completed collaboratively with the candidate. In others, the form is used to collect information on candidate progress on the college dispositional outcomes, and the results are shared with candidates only when intervention or feedback is deemed necessary. That is, when a candidate receives a score of “2” (Needs some improvement to be at the appropriate level), feedback is provided. Feedback may consist of a conference with the candidate.

V. Because it is important for Winthrop graduates to exhibit appropriate professional behaviors, if a candidate receives a score of “3” (Needs substantial improvement to be at the appropriate level), feedback is always provided and an improvement plan initiated, if deemed appropriate by the program area faculty. The improvement plan should be developed with the candidate and include specific recommendations for assistance or
improvement. A conference with the candidate may be considered sufficient action. The program coordinator maintains the original copy of any improvement plan and/or record of the candidate conference.

VI. If any faculty member has concerns about a student’s professional behavior at any time, that faculty member shall counsel with the student and document the conference. This instrument can be used as a framework for that conference. If it is a significant issue, the conference should be documented and a copy sent to the program coordinator.

VII. If the situation involves academic misconduct, e.g. plagiarism, the procedures outlined in the Student Conduct section of the Winthrop University Student Handbook will be followed.

VIII. As with other program criteria, such as the minimum GPA or minimum scores on key assessments, program action taken at the midpoint or final review may include denying candidate continuation or program completion. Students who are denied further progression may follow the appropriate appeals process as described in the Winthrop University Student Handbook.

VII The COE Graduate Studies Office will maintain a database of Advanced Core Professional Dispositions Assessment results and will report summary data to the unit annually.