PROFESSIONAL EDUCATION UNIT

ASSESSMENT HANDBOOK

THE CITADEL
CHARLESTON, SOUTH CAROLINA

Revised & Approved: January 2012

To open the attached Appendices indexed on page 28:

1. Click the "Attachments" button (paper clip) if the files do not automatically appear.
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   "Open Attachment." (Click "Open this file" if prompted. Click "OK.")
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The purpose of this Professional Education Unit (Unit) Assessment Handbook is to describe in writing the professional education Unit’s assessment system so that all professional education faculty members in the Unit are aware of and understand the system. The assessment system was formally adopted by the faculty and implemented beginning in fall 2006 and updated annually and revised and approved by the School of Education (SOE) and Professional Education Board (PEB) in January 2012.

The faculty in the School Psychology Program, also a part of the professional education Unit, has adopted a similar assessment process for its program. The process is described in detail on pages 17-20 in the School Psychology at The Citadel Program Handbook.

I. COLLEGE AND PROFESSIONAL EDUCATION UNIT ORGANIZATIONAL STRUCTURES AND Unit PROGRAMS

The organizational structures of The Citadel and the professional education Unit are described below.

A. Organization of the College

The Citadel is organized into five schools and 15 departments or divisions. The schools are:

- Business Administration;
- Education;
- Engineering;
- Humanities and Social Sciences; and
- Science and Mathematics.

Each school is headed by a dean who reports to the provost and dean of the College.

The Citadel offers five bachelor’s degrees in 18 areas; The Citadel Graduate College offers nineteen graduate programs, three undergraduate programs and one certificate program.

The organizational chart for The Citadel is located in Appendix A.

B. Organization of the Unit

The professional education Unit consists of the School of Education (SOE) and the education programs that are located in the following six departments and two schools outside the SOE:

- Biology, Department of Biology, School of Science and Mathematics;
- English, Department of English, School of Humanities and Social Sciences;
- Mathematics, Department of Mathematics and Computer Science, School of Science and Mathematics;
- Physical Education, Department of Health, Exercise, and Sport Science, School of Science and Mathematics;
- Social Studies, Department of History, School of Humanities and Social Sciences; and
- School Psychology, Department of Psychology, School of Humanities and Social Sciences.
The SOE consists of four divisions:

- Counselor Education;
- Educational Leadership;
- Literacy Education; and
- Teacher Education.

The organizational chart for the Professional Education Unit is located in *Appendix B*.

A Professional Education Board (PEB), chaired by the Unit head, is comprised of faculty and staff members from the SOE and from other schools and offices on campus, P-12 representatives, and candidates. The mission of the PEB is to: 1) facilitate communications among constituents charged with the preparation of professional educators; 2) collect, integrate, aggregate, analyze, assess, and disseminate program assessment data for all constituents; and 3) initiate program and curricular changes as informed by data and respective advisory groups. (*Appendix C*)

C. **Initial Programs**

The following initial professional education programs are offered that lead to the Bachelor of Science degree (BS):

- Physical Education (grades K-12); and
- Social Studies (grades 9-12).

Degrees leading to teacher certification in:

- Biology and General Science (9-12);
- Chemistry and General Science (9-12);
- Modern Languages (K-12) – French, German or Spanish;

The following initial professional education programs are offered that lead to the Master of Arts in Teaching degree (MAT):

**Secondary Level**

- Biology and General Science (grades 9-12);
- English (grades 9-12);
- Mathematics (grades 9-12);
- Physical Education (grades K-12); and
- Social Studies (grades 9-12).

**Middle Grades**

- Science (Grades 6-8);
- English Language Arts (Grades 6-8);
- Mathematics (Grades 6-8); and
- Social Studies (Grades 6-8).
D. **Advanced Programs**

The following advanced professional education programs are offered that lead to the Master in Education degree (MEd):

- Counselor Education--Elementary School Counselor;
- Counselor Education--Secondary School Counselor;
- Counselor Education—Student Affairs and College Counseling
- Educational Leadership--Elementary School Administration;
- Educational Leadership--Secondary School Administration; and
- Literacy Education.

The following advanced professional education programs are offered that lead to the Education Specialist degree (EdS):

- Educational Leadership--Superintendent Administration; and
- School Psychology.

A paper describing the Unit’s philosophy in developing principled educational leaders is included in *Appendix E.*

II. **PROFESSIONAL EDUCATION UNIT’S CONCEPTUAL FRAMEWORK**  
(Revised April 2011 and Implemented January 2012)

**Conceptual Base**

Developing Principled Educational Leaders for P-20 Schools - The Citadel’s Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel’s Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel’s Professional Education Unit seeks to develop principled educational leaders who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel’s Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel’s Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.
The Citadel’s Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are principled educational leaders who are knowledgeable, reflective, and ethical professionals:

**Knowledgeable** Principled Educational Leaders…
1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

**Reflective** Principled Educational Leaders…
6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

**Ethical** Principled Educational Leaders…
11. Demonstrate commitment to a safe, supportive, learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and communities;
15. Meet obligations on time, dress professionally, and use language appropriately.

### III. DEVELOPMENT OF THE UNIT’S ASSESSMENT SYSTEM

An assessment plan with timelines for implementation was developed by the professional education Unit in 2002-2003. The plan was implemented in 2003-2004 while refinements were made during that year. In weekly meetings beginning in summer 2006 and throughout fall 2006, the assessment system was reviewed and refined by a group consisting of the program coordinators in the School of Education, other faculty members in and outside the School of Education, staff members, dean of the School of Education, and NCATE coordinator.

As a result of these meetings, the number of transition points for the initial undergraduate and initial graduate MAT programs was decreased from seven to four with the following three transition points deleted: admission to pre-candidacy, progression in the program, and first year teaching. The number of transition points for the advanced programs was decreased from five or six to four with the following transition points deleted: progression in the program and first year induction. Common key Unit assessments and additional program specific assessments were also identified.
The Unit’s assessment system was approved by the School of Education faculty and by the Professional Education Board in fall 2006, with the collection of data beginning in fall 2006. (The “Charter of the Professional Education Board” is Appendix E and Curriculum Development Flowchart is Appendix F).

Since 2008, the Unit has continued to use, monitor, and refine the assessment system. Based on the continuous review of the data, program areas have implemented curricular and policy changes for continuous improvement.

IV. TYPES OF ASSESSMENTS DEFINED

A. Course Assessments

A course assessment is an assessment of each individual student actively enrolled in a particular course. Course assessments are “candidate” or “student” assessments that are graded and affect each student’s GPA. Course assessments can also evaluate professors. Example: the Student Evaluation of Instruction Survey completed by each student at the conclusion of each course evaluates the professor.

Course data is collected by or for each individual professor and may be stored within The Citadel’s Banner Student Information System, but is not stored in our LiveTex® administration account.

B. Program Assessments

A program assessment is an assessment completed by Citadel faculty, candidates, and/or cooperating faculty/site supervisors. Program assessments are aligned to the Conceptual Framework, SPA, and NCATE standards and are used to collect data useful in completing required SPA reports. This type of assessment is not generally associated with an individual student’s GPA. In the program assessments the individual student evaluations are aggregated and shown in means, percentages, and grafts then disaggregated by majors to show program strengths and weaknesses in each program area. Program assessments provide data needed for program improvement.

Program Assessment data is collected and stored within The School of Education’s Administration Account’s LiveText® Exhibit Center and is available to all School of Education faculty within their LiveText® accounts.

C. Unit Assessments

Unit Assessments are general in nature and provide data needed to see the strengths and weaknesses throughout The Citadel’s School of Education. They are aligned to the Conceptual Framework, SPA, and NCATE standards. Unit Assessments include aggregated data from each of our four divisions: Teacher Education, Literacy Education, Educational Leadership, and Counselor Education. Dispositions, Portfolios (Student Learning and Content Knowledge), and Research are Unit Assessments.

Unit assessment data is collected and stored within The School of Education’s Administration Account’s LiveText® Exhibit Center and is available to all School of Education faculty within their LiveText® accounts.
V. TRANSITION POINTS, KEY COMMON ASSESSMENTS, AND OTHER REQUIREMENTS (Appendix G & H)

A. Initial Programs--Matrices

The professional education Unit identified four transition points that are common to all initial undergraduate and all initial graduate MAT education programs. The Unit also identified key assessments that are common to all initial undergraduate and all initial graduate MAT education programs.

The four transition points and the key common assessments for which data are collected each semester in all initial undergraduate programs are indicated in the following table:

Table 1: TRANSITION POINTS AND KEY COMMON ASSESSMENTS FOR INITIAL UNDERGRADUATE EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>I. Admission to Professional Education Program</th>
<th>II. Admission to Internship</th>
<th>III. Completion of Internship</th>
<th>IV. Program Completion and Recommendation for Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praxis I Passing Score OR minimum 1100 on the old SAT or 1650 on the new test OR 24 ACT Score</td>
<td>Praxis II Specialty/Content Area—Take (Scores must be on file prior to Internship)</td>
<td>Praxis II Specialty/Content Area Passing Score</td>
<td>Praxis II Specialty/Content Area Passing Score</td>
</tr>
<tr>
<td>Professional Dispositions Evaluation</td>
<td>Professional Dispositions Evaluation (in Methods courses)</td>
<td>Professional Dispositions Evaluation</td>
<td>PLT Passing Score</td>
</tr>
<tr>
<td>Field Experience Observation Evaluation (ADEPT Performance Standards 4-9) (in Methods courses)</td>
<td>ADEPT Summary Consensus Evaluation (by cooperating teacher, college supervisor, and candidate) (ADEPT Performance Standards 1-10)</td>
<td>Final Portfolio Evaluation (by college supervisor*) (ADEPT Performance Standards 1-10)</td>
<td></td>
</tr>
<tr>
<td>Long-Range Plan and Unit Work Sample (UWS) Evaluation (ADEPT Standards 1-3) (in Methods courses)</td>
<td>Content Indicator Evaluation (by cooperating teacher*) (ADEPT Performance Standards 1-10)</td>
<td>Details will be provided in future editions.</td>
<td></td>
</tr>
</tbody>
</table>

*Under revision -- additional program faculty will evaluate the Final Portfolio and Content Indicators to increase assessment reliability. Implementation will be fall semester 2012.

Other common assessments for all initial undergraduate education programs are the following:

- Candidate Evaluation of Field Experience (in Methods courses);
- Evaluation of College Supervisor (in Internship);
- Evaluation of Cooperating Teacher (in Internship);
- Program Exit Survey (in last semester enrolled);
- Graduate Follow-Up Survey (one year out); and
- Employer Follow-Up Survey (one year out).
Additionally, the Unit identified other requirements that are common to all initial undergraduate education programs, which are indicated in the following table, and for which data are not collected:

Table 2: TRANSITION POINTS AND OTHER COMMON REQUIREMENTS FOR INITIAL UNDERGRADUATE EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>I. Admission to Professional Education Program</th>
<th>II. Admission to Internship</th>
<th>III. Completion of Internship</th>
<th>IV. Program Completion and Recommendation for Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum 2.50 GPA Overall</td>
<td>Minimum 2.50 GPA Overall</td>
<td>Minimum 2.50 GPA Overall</td>
<td>Minimum 2.50 GPA Overall</td>
</tr>
<tr>
<td>Application</td>
<td>Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of 45 semester hours</td>
<td>Completion of all Professional Education AND Content coursework, except Internship</td>
<td>Completion of all requirements for graduation</td>
<td></td>
</tr>
<tr>
<td>Passing grade in EDUC 101 OR PHED 201</td>
<td>Completion of 100 clock hours of field experiences</td>
<td>Minimum C grade in Internship</td>
<td>Degree posted by Registrar Office</td>
</tr>
<tr>
<td>Approval by Admission and Retention Committee</td>
<td>Certification Application AND Background Check</td>
<td>College Internship Supervisor and Director of Internships &amp; Field Experiences</td>
<td>Approval by the Dean in the School of Education</td>
</tr>
</tbody>
</table>
The four transition points and the key common assessments for which data are collected each semester in all initial graduate MAT education programs are indicated in the following table.

Table 3: TRANSITION POINTS AND KEY COMMON ASSESSMENTS FOR INITIAL GRADUATE MAT EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>I. Admission to Professional Education Program</th>
<th>II. Admission to Internship</th>
<th>III. Completion of Internship</th>
<th>IV. Program Completion and Recommendation for Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Score of 396 on MAT OR minimum 900 on the old GRE or 291 on GRE* revised General Test</td>
<td>Praxis II Specialty/Content Area Passing Score(s)</td>
<td></td>
<td>PLT Passing Score</td>
</tr>
<tr>
<td>Professional Dispositions Evaluation</td>
<td>Professional Dispositions Evaluation <em>(in Methods courses)</em></td>
<td>Professional Dispositions Evaluation</td>
<td></td>
</tr>
<tr>
<td>Field Experience Observation Evaluation (ADEPT Performance Standards 4-9) <em>(in Methods courses)</em></td>
<td>ADEPT Summary Consensus Evaluation (by cooperating teacher, college supervisor, and candidate) (ADEPT Performance Standards 1-10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long-Range Plan and Unit Work Sample (UWS) Evaluation (ADEPT Performance Standards 1-3) <em>(in Methods courses)</em></td>
<td>Final Portfolio Evaluation (by college supervisor*) (ADEPT Performance Standards 1-10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Competency <em>(EDUC 512)</em></td>
<td>Content Indicator Evaluation (by cooperating teacher*) (ADEPT Performance Standards 1-10)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Under revision – additional program faculty will evaluate the Final Portfolio and Content Indicators to increase assessment reliability. Implementation will be fall semester 2012.

Other common assessments for all initial graduate MAT education programs are the following:

- Candidate Evaluation of Field Experience *(in Methods courses)*;
- Evaluation of College Supervisor *(in Internship)*;
- Evaluation of Cooperating Teacher *(in Internship)*;
- Program Exit Survey *(in last semester enrolled)*;
- Graduate Follow-Up Survey *(one year out)*; and
- Employer Follow-Up Survey *(one year out)*.
Additionally, the Unit identified other requirements that are common to all initial graduate MAT education programs, which are indicated in the following table, and for which data are not collected.

**Table 4: TRANSITION POINTS AND OTHER COMMON REQUIREMENTS FOR INITIAL GRADUATE MAT EDUCATION PROGRAMS**

<table>
<thead>
<tr>
<th>I. Admission to Professional Education Program</th>
<th>II. Admission to Internship</th>
<th>III. Completion of Internship</th>
<th>IV. Program Completion and Recommendation for Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum 2.50 GPA Overall Undergraduate</td>
<td>Minimum 3.00 GPA Overall</td>
<td>Minimum 3.00 GPA Overall</td>
<td>Minimum 3.00 GPA Overall</td>
</tr>
<tr>
<td>Application</td>
<td>Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program of Study</td>
<td></td>
<td>Minimum C+ grade in Internship</td>
<td>Completion of all requirements for graduation</td>
</tr>
<tr>
<td>Completion of all Professional Education AND Content coursework, except Internship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No more than two C grades in MAT Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of a minimum of 75 clock hours of field experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certification Application AND Background Check</td>
<td></td>
<td></td>
<td>Degree posted by Registrar Office</td>
</tr>
<tr>
<td>Approval by Admission and Retention Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty and Director of Internships &amp; Field Experiences</td>
<td></td>
<td>College Internship Supervisor and Director of Internships &amp; Field Experiences</td>
<td>Approval by the Dean in the School of Education</td>
</tr>
</tbody>
</table>

**B. Advanced Programs--Matrices**

The professional education Unit identified four transition points that are common to all advanced graduate education programs. The Unit also identified key assessments that are common to all advanced graduate education programs.
The four transition points and the key common assessments for which data are collected each semester in all advanced graduate education programs are indicated in the following table:

Table 5: TRANSITION POINTS AND KEY COMMON ASSESSMENTS FOR ADVANCED GRADUATE EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>I Admission to Professional Education Program</th>
<th>II Admission to Practicum (CE, LE) OR Internship I (EL)</th>
<th>III Admission to Internship (CE, LE) OR Internship II (EL)</th>
<th>IV Program Completion and Recommendation for Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Score of 396 on MAT OR minimum 900 on the old GRE or 291 on GRE® revised General Test</td>
<td>Dispositions Evaluation</td>
<td>Dispositions Evaluation</td>
<td>Dispositions Evaluation</td>
</tr>
<tr>
<td>Courses Assessment(s)</td>
<td>Praxis II Specialty/Content Area Passing Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Competency (in EDUC 512 OR EDUC 549*) completed within first 18 credit hours</td>
<td>Practicum (CE, LE) OR Internship I (EL) Evaluation</td>
<td>Portfolio Evaluation** CE - Two faculty members EL – Two faculty members LE*** – Three faculty members</td>
<td>Internship (CE, LE) OR Internship II (EL) Evaluation</td>
</tr>
</tbody>
</table>

(CE = Counselor Education; LE = Literacy Education; EL = Educational Leadership)

*Counselor Education candidates required to complete both EDUC 512 and EDUC 549

** To be implemented spring semester 2012

*** Implemented in fall semester 2006
Additionally, the Unit identified other requirements that are common to all advanced graduate education programs, which are indicated in the following table, and for which data are not collected:

Table 6: TRANSITION POINTS AND OTHER COMMON REQUIREMENTS FOR ADVANCED GRADUATE EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>I Admission to Professional Education Program</th>
<th>II Admission to Practicum (CE, LE) OR Internship I (EL)</th>
<th>III Admission to Internship (CE, LE) OR Internship II (EL)</th>
<th>IV Program Completion and Recommendation For Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree from granting institution</td>
<td>Overall GPA (determined by program)</td>
<td>Overall GPA (determined by program)</td>
<td>Overall GPA (determined by program)</td>
</tr>
<tr>
<td>Overall GPA (determined by program)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application to Citadel Graduate College</td>
<td>Application</td>
<td>CE - Application</td>
<td>Completion of all requirements for graduation</td>
</tr>
<tr>
<td>Official Transcript(s)</td>
<td>Program of Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of required coursework</td>
<td>Completion of all coursework</td>
<td></td>
<td>EL - Certification Application</td>
</tr>
<tr>
<td>CE - Certification Application AND Background Check</td>
<td></td>
<td>CE – Passing Score on CPCE and successful presentation of electronic portfolio</td>
<td></td>
</tr>
<tr>
<td>EL &amp; LE – proof of SLED clearance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EL, CE, and LE – Pass Praxis II exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CE – Academic Review Board approval</td>
<td>Advisor review and approval</td>
<td>Faculty review and approval</td>
<td>Approval by the Dean in the School of Education</td>
</tr>
<tr>
<td>EL – faculty review and approval</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LE - Program Coordinator or Candidate Advisor review &amp; approval</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(CE = Counselor Education; LE = Literacy Education; EL = Educational Leadership)

Other common assessments for all advanced graduate education programs are the following:

- Program Exit Survey (in last semester enrolled);
- Graduate Follow-Up Survey (one year out); and
- Employer Follow-Up Survey (one year out).
VI. PROCEDURES FOR MONITORING CANDIDATE’S PROGRESS

Candidates’ progress is formally monitored at each transition point as described in the “Procedures for Monitoring Candidates’ Progress in the Professional Education Programs,” which were approved by the School of Education faculty and by the Professional Education Board in January 2012.

The monitoring procedures are the following:

A. Procedures for Monitoring Candidates’ Progress in the Professional Education Program--Initial Undergraduate and Initial Graduate MAT Programs

Transition Point 1: Admission to the Professional Education Program

Initial Undergraduate Level

1) The undergraduate candidate applies to The Citadel Office of Admissions. Upon acceptance, the Office of the Registrar provides the School of Education (SOE) with a list of students identifying themselves as pre-education majors.

2) Pre-education majors complete content coursework and 100 and 200 level education courses with a minimum GPA of 2.5 and successfully pass the Praxis I exams.

3) The Program Coordinator with Certification Support Staff verifies the satisfactory completion of all requirements and recommends the candidate to the Dean for formal admission into the professional education program as an education major.

4) The Program Coordinator forwards the names of approved candidates to the Registrar.

5) The Registrar changes the status of the student from ‘pre-education’ major to Education Major which allows student into 300 and 400 level Education classes.

Initial Graduate MAT Level

1) The MAT candidate submits
   - An “Application for Graduate Admission” to the Citadel Graduate College (CGC) indicating chosen content area
   - Test score results from the GRE or MAT tests*
   - Transcripts from all schools attended

2) The CGC records tests results and degrees in the Banner System and provides copies of transcripts to the content area advisors and the School of Education

3) The Content Area advisors initiate and sign the “Program of Study” form based on the evaluation of the candidate’s transcripts and forwards it to the SOE.
4) Collected evidence of undergraduate degrees, test scores, GPA, and “Program of Study” are provided to the Program Coordinator by the Certification Staff Support. Those who meet the admission criteria will be notified of the next “MAT Orientation” meeting.

5) At the required “MAT Orientation” the “Program of Study” form is approved and signed by the candidate, the Education advisor, and forwarded to the SOE Dean for approval and signature. It is then sent (in the original) to CGC. A copy is provided to the student, another kept in SOE, and a third provided to the Director of Internships and Field Experiences, for evaluation before internship.

6) The CGC sends a letter of acceptance/full admission to the MAT program to the candidate.

*Candidates for the MAT who wish to begin taking classes before their test scores are recorded in the CGC system may choose to apply as “major undeclared” and upon submitting transcripts will be allowed to take up to two courses or six credits total while completing requirements for the MAT program. When all requirements are met, they must re-apply for entrance into the MAT program, specifying Content Area and then steps 3-6 will commence. No candidate will be invited to MAT Orientation until all admission materials are received and meet minimum requirements.

**Transition Point 2: Admission to Internship**

1) The candidate submits a completed “Application for Admission to Internship” and the South Carolina Certification Application” to the Director of Internships and Field Experiences* in the School of Education on or before January 15th for fall semester internship and May 1st for spring semester internship.

2) The Director of Internships and Field Experiences enters undergraduate and MAT candidate data on an Excel spreadsheet and monitors and verifies the completion of all requirements for admission to internship (Transition Point 2) and begins the internship placement process.

3) The Director of Internships and Field Experiences emails the list of internship applicants and potential placements to the teacher education faculty for input and approval.

4) The Director of Internships and Field Experiences emails a confirmation memo with tentative placement to the candidate.

5) The Director of Internships and Field Experiences* finalizes the internship placement and emails the candidate with internship details and dates. The Director of Internships and Field Experiences contacts the Office of Registrar to give permission for the undergraduate candidate to register for the 12-credit internship course. The Director of Internships and Field Experiences contacts the Citadel Graduate College to give permission for the MAT candidate to register for the six-credit internship course.
Due to the financial exigencies, the Director of Internships and Field Experiences has been assigned additional duties as Interim Assistant to the Dean, including assessment processes and assisting the dean with coordinating NCATE. This is intended as a temporary reassignment, but, it is likely to continue through the 2013 NCATE visit.

**Transition Point 3: Completion of Internship**

1) Candidate’s progress during the internship is monitored and assessed by the college faculty supervisor and cooperating teachers for required coursework completion.

2) The SOE Director of Internships and Field Experiences verifies the completion of all requirements for the internship by entering the information in the Excel spreadsheet.

**Transition Point 4: Program Completion and Recommendation for Certification**

1) The Director of Internships and Field Experiences provides the Office of the Registrar with verification of undergraduate candidates passing all required Praxis exams. The CGC audits the candidate’s completion of MAT program requirements and verifies with the Director of Internships and Field Experiences the passing of required Praxis exams. CGC recommends posting of degree completion.

2) The Office of the Registrar audits the undergraduate candidate’s completion of program requirements and review the MAT candidate’s completion of program requirements and posts the degree.

3) The SOE Certification Staff Support person submits the names and evidence of the candidates to the SOE Dean / Certification who recommends the candidates for South Carolina certification.

4) The signed “Verification of Program Completion” original is mailed to the South Carolina Department of Education Office of Certification with one copy mailed to the candidate, one copy retained in the SOE Office, and one copy forwarded to the CGC.

**B. Procedures for Monitoring Candidates’ Progress in the Professional Education Program--Advanced Graduate Programs**

*A candidate will receive the designation of “provisional” admission when the minimum GRE or MAT test scores have not been met but fall within the identified provisional range.

**Transition Point 1: Admission to the Professional Education Program**

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Counselor Education:

1) Potential graduate candidate submits an “Application for Graduate Admission”, an official undergraduate degree transcript, official test scores, three letters of reference, and personal statement to the Citadel Graduate College (CGC).
2) CGC scans all documents and forwards them to the Counselor Education Program Coordinator for evaluation at three (3) designated times during the year.

3) Potential candidate participates in a personal group admissions interview with an Academic Review Board that includes counselor education faculty to assess skills: 1) writing, 2) public speaking, and 3) interpersonal communication.

4) Upon review of all documents and interview, Academic Review Board makes decision regarding acceptance into counselor education program and forwards decision to CGC.

5) CGC sends a letter to the candidate informing them of admission, “conditionally”.

6) Upon review and successful completion of EDUC 514 or 622, 515 or 537 and 551, the candidate submits an official “Program of Study” and is granted “formal acceptance” status into the program.

**Education Leadership:**

1) Potential graduate candidate submits an “Application for Graduate Admission”, an official undergraduate degree and other coursework transcripts, official test scores, and copy of valid South Carolina teaching certificate and South Carolina Professional Certificate verifying three years of teaching experience to the Citadel Graduate College (CGC).

2) CGC scans all documents and forwards them to the Educational Leadership Program Coordinator for evaluation.

3) Educational leadership faculty review the potential candidate’s documents, make a decision regarding acceptance into the education leadership program and forwards decision to CGC.

4) CGC sends a letter to the candidate informing them of admission status.

5) Candidate completes a Program of Study for M.Ed. Degree in Elementary Administration or Secondary Administration, or Ed.S. Degree in Educational Leadership-Superintendency.

**Literacy Education**

1) Potential graduate candidate submits an “Application for Graduate Admission” along with an official baccalaureate degree and other coursework transcripts, MAT or GRE test score and copy of a valid South Carolina or other state teaching certificate to the Citadel Graduate College (CGC).

2) CGC scans all documents and forwards them to the Literacy Education Program Coordinator for evaluation.

3) Program Coordinator and/or the candidate’s advisor review the potential candidate’s documents, make a decision regarding acceptance into the literacy education program and forwards decision to CGC.
4) CGC sends a letter to the candidate informing her/him of admission status with a copy to the Program Coordinator and/or the Advisor.

5) Candidate completes the A. M. Ed. Degree in Literacy Education Program of Study that is signed by the candidate and approved and signed by the Program Coordinator and SOE Dean. The original is forwarded to CGC and a copy is on file in the SOE office.

**Transition Point 2: Admission to the Practicum (CE or LE) or Internship I (EL)**

**Counselor Education:**

1) The candidate submits the “Counselor Education (School Counseling) Practicum Application” the last Friday in September for spring placement and last Friday in January for fall placement to the Coordinator of Field Experiences for the Counselor Education Program.

2) The candidate’s faculty advisor verifies the completion of all assessments (including passing Praxis II exam) and progress for Transition Point 2 prior to enrollment in practicum course.

**Educational Leadership:**

1) The candidate submits the “Application for Administrative Internships” to their faculty advisor no later than August 1, December 1 or March 1 of the preceding semester.

2) The candidate’s advisor verifies the completion of all assessments and progress for Transition Point 2 prior to enrollment in Internship I course.

**Literacy Education:**

1) The semester prior to the practicum, literacy candidates submit the “Application for Practicum in Literacy Education” to the Director of Internships and Field Experiences who enters the candidate data in an Excel spreadsheet.

2) The Director of Internships & Field Experiences works with the Program Coordinator to ensure that all candidates have met requirements for Transition Point 2 including FBI/SLED check and Praxis II passed. The Program Coordinator notifies candidates any requirements needed.

3) Candidates are monitored closely to ensure requirements are met prior to enrollment in the practicum course.
**Transition Point 3: Admission to the Internship (CE or LE) or Internship II (EL)**

**Counselor Education:**

1) Candidate submits the “Counselor Education (School Counseling) Internship Application” the last Friday in September for spring placement and last Friday in January for fall placement to the Coordinator of Field Experiences for the Counselor Education Program.

2) Candidate’s advisor verifies the completion of all assessments and progress for Transition Point 3 prior to enrollment in internship I.

**Education Leadership:**

1) Candidate’s progress in Internship I is monitored and assessed by the faculty supervisor and school supervisor for required coursework completion.

2) Faculty review candidate’s progress and approves for admission to the final Internship II.

**Literacy Education:**

1) Candidates are monitored by faculty during the practicum for required coursework completion prior to Internship.

**Transition Point 4: Program Completion and Recommendation for Certification**

**For all advanced programs:**

1) The CGC audits the candidate’s completion of program requirements and verifies with the Director of Internships and Field Experiences the passing of required Praxis exams. CGC recommends posting of degree completion.

2) The Office of the Registrar posts degree.

3) The SOE Certification Staff Support person submits the names and evidence of the candidates to the SOE Dean / Certification who recommends the candidates for South Carolina certification.

4) The SOE Certification Staff Support mails the original signed “Verification of Program Completion” form to the South Carolina Department of Education Office of Certification and mails a letter and one copy to the candidate. A copy is retained in the SOE Office and one copy forwarded to the CGC.
Counselor Education: In addition

1) Candidates are required to earn a passing score on the Counselor Preparation Comprehensive Examination (CPCE).

2) Candidates are required to successfully present on electronic portfolio that is reviewed by DE faculty during Internship II.

VII. ALIGNMENT OF ASSESSMENT INSTRUMENTS WITH CONCEPTUAL FRAMEWORK PERFORMANCE INDICATORS AND NCATE COMPETENCIES

A. Initial Programs

The Unit’s assessment system for the initial undergraduate and initial graduate MAT education programs addresses the Unit’s conceptual framework performance indicators. The assessment system also addresses the NCATE competencies regarding: content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and skills, dispositions, and student learning.

B. Advanced Programs

The Unit’s assessment system for the advanced graduate education programs addresses the Unit’s conceptual framework performance indicators. The assessment system also addresses the NCATE competencies regarding: content knowledge, professional knowledge and skills, dispositions, and student learning.

VIII. ALIGNMENT OF CONCEPTUAL FRAMEWORK WITH STATE, INTASC, NBPTS, AND SPA STANDARDS

A. Initial Programs

The matrices in Appendix J show the: 1) alignment of the Unit’s conceptual framework with the South Carolina ADEPT (Assisting, Developing, and Evaluating Professional Teaching) Standards, the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards, and the NBPTS (National Board for Professional Teaching Standards); 2) alignment of the Unit’s conceptual framework with the SPA (Specialized Professional Association) Standards; and 3) alignment of the Unit’s conceptual framework with The Citadel’s Core Values.

B. Advanced Programs

The matrices in Appendix K show the alignment of the Unit’s conceptual framework with the SPA (Specialized Professional Association) Standards.
IX. ASSESSMENT OF UNIT OPERATIONS

Unit operations are activities undertaken by the Unit pertaining to governance, planning, budget, personnel, facilities, services and procedures such as advising and admission, and resources that support the Unit’s mission in preparing candidates.

Some of the ways in which Unit operations are assessed are the following:

A. Candidate Evaluation of Field Experience in Initial Teacher Education Programs: Candidates, with several hours of field experience with the same teacher in the same classroom, complete a “Candidate Evaluation of Field Experience” form on LiveText*. The form helps the faculty and Director of Internships and Field Experiences* assess the quality and the appropriateness of each field experience placement.

B. Candidate Evaluation of College Supervisor and Candidate Evaluation of Cooperating Teacher: All candidates enrolled in the initial undergraduate and in the initial graduate MAT teacher education program complete a “Candidate Evaluation of College Supervisor” and a “Candidate Evaluation of Cooperating Teacher” at the end of the student teaching semester. These forms help the Director of Internships and Field Experiences and the faculty assess the quality of the supervision that the candidates received from the college supervisor and from the cooperating teacher.

C. Program Exit Survey: All initial and advanced candidates complete a “Program Completer Survey” at the end of the semester in which they complete their program. Candidates are asked to assess areas such as: program admission procedures, advising and support services, student teaching/internship placement, availability of courses, library and technology resources, quality of instruction, and overall quality of the program.

D. Faculty Evaluations: Each full-time and part-time faculty member at The Citadel is evaluated by students enrolled in each course each semester. The evaluations are tabulated by the Office of the Provost and Dean of the College, and forwarded to the dean of each school. The Dean of the School of Education shares the evaluations with faculty members.

E. As head of the Unit, the Dean of the School of Education has the responsibility to effectively manage, coordinate, and oversee the governance, planning, budget, personnel, and facilities of the Unit. Feedback is sought and obtained from the program coordinators, Professional Education Board, and individual program advisory committees.

*Due to the financial exigencies, the Director of Internships and Field Experiences has been assigned additional duties as Interim Assistant to the Dean, including assessment processes and assisting the dean with coordinating NCATE. This is intended as a temporary reassignment, but, it is likely to continue through the 2013 NCATE visit.
X. FAIRNESS, ACCURACY, CONSISTENCY, AND ELIMINATION OF BIAS

The Unit uses the following strategies to ensure fairness, accuracy, consistency, and elimination of bias throughout its assessment system:

A. The Unit ensures that the assessments are linked to the Unit’s conceptual framework; and the ADEPT, PADEPP, INTASC, and SPA Standards as indicated above and demonstrated in the alignment matrices in the Exhibits.

B. Initial undergraduate and graduate candidates are informed of all requirements in the education program when they initially meet with their education advisor and before they submit their application for admission to the program. Advanced candidates are informed of the requirements when they sign their program of study. Information about the conceptual framework, dispositions expected of candidates, transition points, key assessments, and other requirements are included in the handbook for each initial and advanced program, which candidates receive early in their program. The handbooks are also located on the SOE website.

C. Rubrics to assess candidates’ work are shared with the candidates before the rubrics are used. Thus, candidates know what they will be assessed on, what is expected of them, and the level of proficiency associated with each scoring decision.

D. Rubrics that are used to assess candidates on the “Dispositions Evaluation,” “Content Area Indicators,” and “ADEPT Summary Consensus Candidate Evaluation (ADEPT 1-10)” are discussed by the Director of Internships and Field Experiences* at the beginning of each semester with the student teachers, cooperating teachers, and college supervisors. Rubrics that are used for program specific assessments are discussed with the candidates each semester by the program faculty members. Data are triangulated wherever possible to enhance the reliability of findings. For example, many of the same questions are asked on the “Program Exit Survey,” “Graduate Follow-Up Survey,” and “Employer Survey” for both the initial and advanced programs. Also for the initial programs, the intern, cooperating teacher, and college supervisor each independently completes the intern “ADEPT Summary Consensus Candidate Evaluation (ADEPT 1-10)” at the end of the semester. Three-way communication then occurs to reach consensus on the final intern evaluation. For the advanced programs, a faculty meeting is held at least once each year during which time a “Candidate Progress Report” is completed by each program faculty member who has instructed the candidate. The reports and the progress of each candidate are discussed during this meeting.
E. In order to show candidate progress during a semester, some performance assessments may be administered twice—first for practice with suggestions provided for remediation by the instructor, and then for a final score or grade (e.g., case study and administrative portfolio in EDUC 528; technology plan and technology journal in EDUC 529; administrative portfolio in EDUC 661).

XI. USE OF INFORMATION TECHNOLOGIES

The Unit uses LiveText® to maintain the majority of data on its initial and advanced education candidates. Candidates are required to purchase a LiveText® account from the bookstore similar to purchasing a textbook for the course. Candidates have access to the account at no extra charge for five years. Candidates submit designated course assignments via LiveText®. Also, cooperating teachers and college supervisors submit evaluations via LiveText®.

Each semester, the Technology Specialist/LiveText® Coordinator in the SOE (Appendix L), with the assistance of faculty, develops an “Assessment List” (who, what, when list) that includes information on the key common Unit assessments and on the program assessments that are administered via and stored in LiveText® (Appendix N). The information includes: course number, program name, who completes the assessment, name of the assessment, date when the assessment is available for use in LiveText®, and date when the data are available for faculty to review.

Previously, The Citadel’s Student Information System (SIS) collected and maintained institutional and candidate data, including but not limited to, names, contact information, diversity information (e.g., race, gender), GPA, transcript data (e.g., major, degree or non-degree seeking, course lists, grades), and test scores (e.g., SAT, MAT, GRE, Praxis). Faculty members could access their advisees’ information stored in SIS via the Internet using PANCHO. SIS data was imported into EXCEL spreadsheets to monitor candidates’ progress at the transition points.

Beginning the academic year 2010-2011, Banner became the new college-wide student information system that collects and maintains institutional and candidate data, including but not limited to, names, contact information, diversity information (e.g., race, gender), GPA, transcript data (e.g., major, degree or non-degree seeking, course lists, grades), and test scores (e.g., SAT, MAT, GRE, Praxis). Faculty members can access their advisees’ information stored in Banner via the Lesesne Gateway portal.

All of the assessments for the School Psychology program are stored in archival databases, some going back 12 years. These databases are available for analyses through The Citadel’s VAX mainframe using SPSSx and can be examined either by year or as a longitudinal database. This gives the school psychology faculty full control over the data and immediate access to any analyses that are required. The existing databases are in a state of transition as the School Psychology program moves toward an integrated developmental assessment model that will permit the longitudinal tracking of any single candidate over the course of the program from novice to professional status as well as provide aggregate data to examine developmental trends across the program. This new assessment model was implemented with the incoming fall 2007 class of candidates.
XII. PROCEDURES FOR DATA COLLECTION, AGGREGATION, DISAGGREGATION, ANALYSIS, DISSEMINATION, AND USE

The professional education Unit identified the following “Procedures for Data Collection, Aggregation, Disaggregation, Analysis, Dissemination, and Use,” which were endorsed by the School of Education (SOE) faculty and the Professional Education Board (PEB) in fall 2006 and became effective immediately. The process has been reviewed, revised, and approved annually since 2008.

A. Collecting and Entering Data into LiveText®

Data from all common Unit and specific program assessments will be collected each semester and entered into LiveText® by the individual designated to complete the assessment form by the end of final exam week each semester.

B. Aggregating and Disaggregating Data

1. Unit data from all common Unit assessments will be aggregated for the Unit, and then disaggregated for each program through LiveText® by the Technology Specialist/LiveText® Coordinator within two weeks after final exam week has ended each semester.

2. Program data from all specific program assessments will be aggregated for the program through LiveText® by the Technology Specialist/LiveText® Coordinator within two weeks after final exam week has ended each semester.

C. Forwarding Data

1. The aggregated Unit data will be forwarded by the Technology Specialist/LiveText® Coordinator to the Dean of the School of Education (SOE) within three weeks after final exam week has ended each semester.

2. The disaggregated Unit data and the aggregated specific program data will be forwarded by the Technology Specialist/LiveText® Coordinator to the program coordinators within three weeks after final exam week has ended each semester.

D. Summarizing, Analyzing, Reporting, and Disseminating Data

1. Fall Semester

   a) By February 15 – Program coordinators meet with their division faculty to review the aggregated specific program data for the fall semester that includes:
1) on each Unit and on each program assessment instrument, the number and percent of candidates performing in each cell on the scoring scale along with a prescribed coversheet;
2) strengths and weaknesses identified in a course(s) or in the program based on the data; and
3) change(s) in a course(s) or in the program that will be made based on the data, if any changes are appropriate at this time.

b) By March 1 – Each program coordinator submits, to the Dean in the SOE, an overall Summary and Analysis of data report for the program for fall semester. Program coordinator will present at March SOE faculty and PEB meetings.

2. Spring and Summer Semesters

a) In August – Program coordinators meet with their division faculty during a proposed ½ day assessment retreat to review the aggregated specific program data for the spring and summer semesters that includes:
   1. on each Unit and on each program assessment instrument, the number and percent of candidates performing in each cell on the scoring scale along with a prescribed coversheet;
   2. strengths and weaknesses identified in a course(s) or in the program based on the data; and
   3. change(s) in a course(s) or in the program that will be made based on the data, if any changes are appropriate at this time.

b) By October 1 – Each program coordinator submits, to the Dean in the SOE, an overall Summary and Analysis of data report for the program for spring and summer semester. Program coordinator will present at October faculty and PEB meetings.

3. Annual

a) By October 1 – PRAXIS score data for the content area test, including overall score and sub-scores along with a prescribed coversheet is submitted to the Dean in the SOE and program coordinators;

b) By October 1 – annual follow-up survey to employer and first-year graduates aggregated data with prescribed coversheet is submitted to the Dean in the SOE and program coordinators; and

c) By November 1 – The Dean in the SOE prepares the Annual Professional Education Unit Assessment Report that includes change(s) in the Unit that will be made based on the data, if any changes are appropriate at this time.
E. Presenting Data to SOE and PEB

The draft of Annual Professional Education Unit Assessment Report will be presented by the Dean of the SOE at November faculty and the PEB meetings. The PEB will review and discuss the reports and make recommendations for changes in the Unit and in programs, as appropriate.

F. Sharing Data on Campus

The Unit and program assessment reports, along with the recommendations of the PEB, will be shared by the Dean of the SOE with the program coordinators, department chairs, and Provost.

G. Completing Annual Report on Candidate Performance Data

In addition to the assessment report completed each semester, the Dean of the SOE will complete an Annual Professional Education Unit Assessment Report on candidate performance data for the Unit for the academic year (covering fall and spring semesters, and summer) by November 1 each year. The Annual Report will include an overall Summary and Analysis of candidate performance data for the Unit for the academic year. After presentation of the summary and analysis, constituent recommendations for action will be included and a final report will be approved at the December SOE faculty and PEB meetings and posted in the LiveText® Exhibit Center.

XIII. TIMELINE

The professional education Unit adheres to the following assessment timeline:

Prior to the beginning of each semester: The Technology Specialist/LiveText® Coordinator receives information from the program coordinators and develops the “Who, What, When” LiveText® assessment master list for that semester.

During each fall and spring semester and summer: Data are collected via LiveText® according to dates identified by the program coordinators and the Technology Specialist/LiveText® Coordinator.

During each fall and spring semester and summer: Progress of initial undergraduate and initial graduate MAT candidates is monitored at designated transition points by the candidate’s advisors and the Admission and Retention Committee.

During each spring semester and summer: Progress of advanced graduate candidates at designated transition point is monitored in a meeting of all programs faculty members.

Within two weeks after the final exam each semester: The Technology Specialist/LiveText® Coordinator aggregates the data from the common Unit assessments for the Unit and disaggregates the Unit data for each program; and aggregates the program data from the specific program assessments.
Within three weeks after the final exam each semester: The Technology Specialist/ LiveText® Coordinator forwards the aggregated Unit data to the Dean of the SOE, and forwards the disaggregated Unit data and the aggregated specific program data to the program coordinators.

By March 1 for the fall semester, and October 1 for the spring semester and summer: Each program coordinator submits a report to the Dean of the SOE addressing the disaggregated Unit data and the aggregated specific program data for the semester, using a prescribed format.

Each March and October: Program assessment reports are presented at the Monthly SOE faculty and PEB meetings and forwarded to the Technology Specialist/ LiveText® Coordinator to be posted in the LiveText® Exhibit Center.

By November 1 each year: Dean of the SOE prepares the Annual Professional Education Unit Assessment Report on candidate performance for the Unit for the academic year (covering fall semesters, and summer). The Unit and program assessment reports, along with the recommendations of the PEB, are shared by the Dean with the program coordinators and department chairs outside the School of Education and with the Provost. The Annual Report is approved at the December SOE faculty and PEB meetings and posted in the LiveText® Exhibit Center.

XIV. COPIES OF KEY COMMON UNIT ASSESSMENT INSTRUMENTS AND SCORING GUIDES / RUBRICS

A copy of the key common Unit assessment instruments and scoring guides/rubrics used in the initial and advanced programs are contained in Appendix O.

A copy of the key common Unit assessment instruments and scoring guides/rubrics used in the initial undergraduate and initial graduate MAT education program are contained in Appendix P.

A copy of the key common Unit assessment instruments and scoring guides/rubrics used in the advanced graduate programs are contained in Appendix Q.
XV. APPENDICES

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