Agenda

HMS Faculty Retreat

East Texas Food Bank

January 15, 2015

1. Introductions and Tour of Food Bank
   a. Discuss possible collaborations
2. Bright Ideas Conference April 29 – mark calendar
3. Spring Break and Easter and New Final Exam Schedule for Spring (handout)
4. Syllabus Template (handout) Note new Livetext Statement
5. PCOE Summer Employment, office hours and Coordinator duties on the PCOE WEBSITE
6. Workload Policy (Academic Affairs) going to Board January 29th
7. Internship Committee/FEM- Field Experience Module - will be implemented in the Fall for all
   420/520 $20 fee per student (SAS 7 SL)
   a. FM 130 hours; HADM 300 hours; FCS 120 hours; FND 0 hours; ID?
   b. Are we consistent......see workload policy
8. Center for Teaching and Learning – February Faculty Meeting Mary Smith Assistant Director
9. Portfolio preparation (Dr. Mohr April meeting)
10. Convocation (Dr. Perritt, Ms. Bridwell, Ms Jones) April 14
11. Election of Teaching Excellence Recipient for 2016 for HMS
12. Election of Willie Lee Glass recipient for Convocation 2015
13. Scholarship Committee (explain how the process works)
14. Dispositions Committee (handout from PCOE.....asked that the verbage include HMS and it be
    operationalized)
15. SOC 500 and SOC 501 (only offered every other year)
16. Probation and Suspension rubric (handout)
17. Summer Schedules (Coordinators – when to meet?)
18. October 1, 2016 (one year) What upper level courses and assignments demonstrate mastery of
    the Core Objectives (see page 9 and 10 of the SFA Assessment Plan (handout). Full document
    can be found on SFA Assessment Webpage- CORE CURRICULUM ASSESSMENT PLAN
    a. Critical Thinking
    b. Communication Skills
    c. Empirical and Quantitative Skills
    d. Teamwork
    e. Personal Responsibility
    f. Social Responsibility
19. Faculty Meetings (2/20; 3/27; April dependent on Mohr’s schedule; 5/1) 1pm-3:30pm
20. Lisa Mize new coordinator for CDFL
21. Utilize open resource texts when at all possible
22. Advisory Board Minutes, Program Meeting Minutes (on webpage)
23. Standard One (Bridwell) and Standard Two (Shepherd)
24. Olle – Standard three and four (what are they...........deadline)
25. Promotion Policy will be done in Spring – committee members
26. Shepherd – ideas to work with advisory boards (newsletters and website exposure)
27. All committee reports (College Council, Fac Senate, Assessment, Diversity etc.)
28. My Goals this year:
   a. Better, stronger advisory boards with good/strong program input and feedback
   b. Enrollment and Retention
   c. International Travel Support
   d. Review Articulations – up to date and expansive
29. FTGOTO
<table>
<thead>
<tr>
<th>Monday, May 11</th>
<th>Week Day</th>
<th>Exam Time</th>
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<tr>
<td>8 am</td>
<td>MWF</td>
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<td>Conflicts</td>
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For evening courses that meet only one day of the week, your exam time will be during your regularly scheduled class time.
SYLLABUS TEMPLATE CHECK OFF LIST

Department
COURSE NUMBER AND TITLE (as listed in the SFA bulletins)
Semester

Instructor: ____________________________ Course Time & Location: ____________________________
Office: ______________________________ Office Hours: _________________________________
Office Phone: _________________________ Credits: _________________________________
Other Contact Information: ____________ Email: _________________________________

Prerequisites:

I. Course Description: (brief paragraph)

_____ Begins with General Bulletin description

_____ List any pre-requisites, field and/or clinical requirements, if applicable.

_____ Possibly add other major topics and issues contained in the course.

_____ Indicate if there is a critical assignment related to accountability and accreditation in this course.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

_____ Give a brief description of how this course relates to the Perkins College of Education's Conceptual Framework (CF) and/or Vision, Mission, Goals and Core Values (VMGV).

_____ Include how the course objectives, activities, and other course aspects support the CF and/or VMGV. The CF and VMGV describe a shared vision and purpose for the SFASU College of Education.

_____ This section should link course objectives with professional organization standards.

_____ Connections with other courses within the program.

Program Learning Outcomes:

_____ List the program learning outcomes addressed in this course as identified in the course matrix for your degree program.

_____ If your department requires a listing of all Program Learning Outcomes (PLOs) on the syllabus, please identify those that are directly taught in this course.

_____ Could identify 3-5 PLOs that address the program and can be used throughout the program.

_____ If this is a general education core curriculum course and no PLOs are taught in this course then insert the following statement under this heading:

"This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course."

Revised January 7, 2015
Student Learning Outcomes:

_____ List all students learning outcomes (SLOs) for this course including the course specific student learning outcomes that support the PLOs above.

_____ SLOs in a course support the PLOs and are specific as well as include the exact knowledge, skill or behavior taught in the course.

_____ Include program standards, ISTE, and InTASC standards needed here. (Phase in process)

_____ Assessments for the SLOs need to be measureable.

_____ For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

_____ Assignments and/or activities need a short description

_____ Include program standards, ISTE, and InTASC standards as well as SPA standards are required for the assignments.

_____ Any and all assignments that represent a SPA or CAEP standard (including ISTE and InTASC standards) are required to be submitted in LiveText for accreditation purposes.

IV. Evaluation and Assessments (Grading):

_____ Describe what the assessments will be and what portion of the grade will be determined by that assessment.

_____ If you count attendance as part of the grade, be sure to include how attendance will be taken and the percent attendance will count towards a final grade.

_____ Include any assessment scoring guides.

_____ Indicate the penalty assessed to the assignment(s) that require a LiveText submission should the student not submit as required.

V. Tentative Course Outline/Calendar:

_____ Indicate topic, assignment, and anticipated due dates for each class meeting.

_____ Topics should reflect the program goals and clearly present program standards, as well as professional and state standards.

_____ Indicate the assignment(s) that are related to accountability and accreditation.

_____ Indicate all and any assessments that require submission to LiveText.

_____ NEW: Attendance and participation MUST be addressed in syllabi. Faculty may want to consider an assignment during the first three weeks of school that signifies a student has attended and participated in the class. For reporting purposes, a student who does
not attend class and/or show participation will be dropped from financial aid for that course.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

_____ Any and all materials used for the course need to be added here.

_____ FEM Statement:
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience / clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $20.00.

_____ LiveText Statement:
This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1287 or e-mail SFALiveText@sfasu.edu.

VII. Course Evaluations:

_____ Include a statement about the importance of course evaluations, the process, and if the instructor allows, outline how the students will be rewarded/recognized for completing the survey, i.e. extra points.

_____ Possible statement to use:

*Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!*

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
______ Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

______ Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Revised January 7, 2015
James I. Perkins College of Education

Professional Dispositions Statement

Professional dispositions are defined by the Council for Accreditation of Educator Preparation (CAEP) as “the habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards, p. 6.). At SFA, we are committed to preparing educators whose professional dispositions reflect the core values of the Perkins College of Education, therefore teacher candidates admitted to the educator preparation are expected to exhibit the following:

- **Academic excellence.** This is demonstrated by:
  - critical, reflective, and creative thinking
  - a GPA of at least 2.75
  - full and responsible engagement in coursework

  In this area, teacher candidates must be able to answer the following questions affirmatively in order to be admitted to educator preparation:
  - ✓ For each of my classes, am I on time, am I prepared and do I participate?
  - ✓ Do I listen to others and ask questions when I do not understand?

- **Life-long learning.** This is demonstrated by:
  - engagement in professional development opportunities outside of required coursework

  In this area, teacher candidates must be able to answer the following questions affirmatively in order to be admitted to educator preparation:
  - ✓ Am I committed to continuous learning after the completion of my degree?

- **Collaboration and shared decision-making.** This is demonstrated by:
  - working effectively with peers on group projects
  - engaging in constructive dialogue in classes
  - responding positively to feedback from instructors
  - using positive conflict resolution strategies
In this area, teacher candidates must be able to answer the following questions affirmatively in order to be admitted to educator preparation:

✓ Do I seek out and consider other points of view?
✓ Do I receive criticism from others in a professional manner and use this information to improve?

- **Openness to new ideas, to culturally diverse people, and to innovation and change.** This is demonstrated by:
  
  o positivity to working with new and different people, in new and different situations

In this area, teacher candidates must be able to answer the following questions affirmatively in order to be admitted to educator preparation:

✓ Do I treat everyone with respect?
✓ Do I seek to understand those who are not like me?

- **Integrity, responsibility, diligence, and ethical behavior.** This is demonstrated by:
  
  o Knowledge of and adherence to the Texas Educators’ Code of Ethics (TAC Title 19, Part 7, Chapter 242, Rule 247.2)
  o Knowledge of and adherence to the SFA Student Academic Dishonesty Policy (4.1)

In this area, teacher candidates must be able to answer the following questions affirmatively in order to be admitted to educator preparation:

✓ Do I behave ethically and professionally at all times?
✓ Do I accept responsibility for my actions?

- **Service that enriches the community.** This is demonstrated by:
  
  o seeking out opportunities to serve the professional community
○ seeking opportunities to serve the campus

In this area, teacher candidates must be able to answer the following questions affirmatively in order to be admitted to educator preparation:

✓ Do I use my resources (time and talents) to serve in a way that enriches my professional growth?
<table>
<thead>
<tr>
<th>Points</th>
<th>Undergraduates (Policy 6.4)</th>
<th>Graduates (No Policy)</th>
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<tbody>
<tr>
<td>Academic Probation</td>
<td>Student falls below a 2.0 GPA</td>
<td>Falling below required 3.0 in any semester, results in Academic Probation</td>
</tr>
<tr>
<td></td>
<td>Continues on probation until raises GPA or moves to suspension</td>
<td>Candidate has one semester or the summer sessions to meet required 3.0 GPA</td>
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<td></td>
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<td>Could move to suspension status if GPA does not remain at 3.0</td>
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<tr>
<td>Academic Suspension</td>
<td>Continues to have a GPA less than 2.0</td>
<td>Failure to retain 3.0 during semester on Academic Probation results in Academic Suspension</td>
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<td>Students on Academic Suspension are denied continuation in the program</td>
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<td>May take courses that are not applicable to graduate studies</td>
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<td>Reinstatement into program required</td>
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<tr>
<td>Reinstatement</td>
<td>Meets conditions set by the Dean</td>
<td>Requires recommendation from academic department with approval from Academic Dean, Graduate Council, and Dean of Graduate School</td>
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<td>Sits out one regular semester then moves to probation</td>
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<td></td>
<td>Takes 9 hours in a summer session to raise the GPA above 2.0</td>
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<tr>
<td>Other</td>
<td>Student may change major with approval of current and receiving deans</td>
<td><strong>Graduate Bulletin</strong>: A student may repeat a maximum of six semester hours of work to raise the grade-point average. In the case of these repeated courses, the most recent grade will be used in the computation of grade-point averages, according to university policy.</td>
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Graduate policies at various universities:

**Sam Houston State University:** Minimum of 3.0 GPA
   - Cannot make a C in any course if an A in another one is not earned
   - Can only return to program with Dean’s approval
   - If not off probation in a semester (or two summer terms), dismissed from the graduate program
   - If candidate makes two Cs in any semester, student comes before a graduate review board

**University of Texas:** Maintain a 3.0 or higher GPA
   - Warning given if GPA falls below 3.0; subject to dismissal
   - No outside work accepted; no university withdraw without dean approval
   - Readmitted through petition process

**Texas Woman’s University:** 3.0 GPA or better
   - Moves to academic probation
   - Dismissal results if GPA not at 3.0 status or better (given one semester)
   - No outside work accepted
   - May reapply to TWU Graduate School after 6 YEARS
Identification of Student Work in Upper-Level Courses

Faculty in each academic program/major will identify an upper-level course or courses in each major in which students are expected to demonstrate high level mastery of the core objectives. A course should be identified for each objective, but the same course may be identified for multiple objectives. These courses will be identified on the Core Curriculum Assessment Objective Map for Upper-Level Courses (see Appendix 5). Faculty will also identify specific course assignments (e.g., term papers, projects, speeches, presentations) used to measure mastery of the identified core objectives. A single assignment must be identified for each objective, but an assignment may be used for multiple objectives. When possible, existing assignments should be used. Faculty should make certain that the identified assignment provides students the opportunity to clearly demonstrate mastery of the associated objective(s). A copy of the instructions, guidelines, rubrics, and all other materials associated with the identified assignments will be submitted with the Core Curriculum Assessment Map for Upper-Level Courses. The Core Curriculum Assessment Map for Upper-Level Courses will be submitted to the Office of Student Learning and Institutional Assessment at assessmentcoordinator@sfasu.edu by October 1, 2015. The Core Curriculum Assessment Committee or an appropriate subcommittee of the Core Curriculum Assessment Committee will review all assignments for alignment with the associated objectives. Departments will be notified if, upon review, the assignments do not effectively align with assessment objectives. At such an occasion, the department will be asked for modifications, revisions, or submissions of other assignments. Reviews, approvals, and notifications to departments should be complete by May 1, 2016. The Core Curriculum Assessment Committee must review assignments and their acceptable alignment to objectives prior to the inclusion of assignments in the assessment of core objectives.

Descriptions of Assignments Used for Assessment

Assignments to be used for core assessment may include, but are not limited to, lab reports, term/research papers, videos of speeches or presentations, essays, and journal entries.

Critical Thinking Skills: assignments that allow students to demonstrate the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Critical thinking can be demonstrated in assignments that require students to complete analyses of texts, data, or issues. Assignments focused on the evaluation of information sources and student reflection may also be appropriate.

Communication Skills: any assignment that requires students to present a grammatically correct essay or speech effectively organized with an introduction, conclusion, thesis statement, supportive reasoning, and appropriately documented evidence. If the assignment is an oral presentation, the assignment should also require effective verbal and nonverbal delivery. Visual design elements should be incorporated
into communication assignments. Visual elements include, but are not limited to photographs, graphs, tables, charts, slides, videos, presentation graphics, etc.

**Empirical and Quantitative Skills:** assignments where logic, scientific, or mathematical analysis may be required. Empirical skills must address the thinking process as it is demonstrated through observation, experimentation, and/or experience and that can be demonstrated through quantitative data and/or qualitative reasoning. Quantitative skills will ideally demonstrate a student’s higher-order thinking capabilities through the use of applied logic and/or analytical assignments that have a purpose beyond merely providing the ‘right’ answer.

**Teamwork:** assignments that demonstrate the quality of the teamwork process rather than the end result. Assignments will demonstrate evidence of an individual’s contribution and interaction within a team.

**Personal Responsibility:** assignments that require students to reason about ethical human conduct. Assignments may involve, but are not limited to, requiring students to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.

**Social Responsibility:** assignments that provide students the opportunity to demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and/or global communities. Assignments also allow students to demonstrate the cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts (Bennett, 2008). Assignments may involve, but are not limited to, service learning projects, volunteering, civic awareness activities, political involvement, reflective learning activities, discussions about race/ethnic relations, and diversity experiences.

**Assessment Implementation Schedule for Student Work**

To facilitate the implementation of the new assessment plan, it will be phased in over time. Collection of student work for communication will begin in Fall 2014, and assessment begins in Spring 2015. Collection of student work for critical thinking and social responsibility will begin in Spring 2015, and assessment begins in Fall 2015. Collection of student work for empirical and quantitative skills, teamwork, and personal responsibility will begin in Fall 2015, and assessment begins in Spring 2016. Beginning with the Spring and Fall of 2016, student work for critical thinking, communication, and social responsibility will be assessed every even-numbered calendar year. Beginning with the Spring and Fall of 2017, student work for empirical and quantitative skills, teamwork, and personal responsibility will be assessed every odd-numbered calendar year. When the schedule is fully implemented, student work from core courses will be collected for three core objectives each semester, and the student work will be
Fashion Merchandising
2003 - 2014

Food, Nutrition & Dietetics
2003 - 2014
Interior Merchandising
2003 – 2014

Master's Program
2003 – 2014
Human Sciences Enrollment
2003 – 2013