

STANDARDS & CRITERIA UPDATE
AAFCS Accreditation
APPROVED May 1, 2019

Definition - Faculty:

Refers to **ALL** teaching personnel within the Unit. The faculty may be comprised of full-time tenure-track faculty members, part or full-time teaching-track faculty members, full or part-time research faculty members and full or part-time outreach faculty. Units should have sufficient faculty resources across tracks to effectively carry out the mission of the Unit.

Definition - Full-time faculty:

The head count number of faculty members (tenure-track, teaching-track, research-track, and outreach track) who are employed and defined by the university as full-time faculty members.

Definition – Unit:

The term used in lieu of college, school, division, department, or other designations. It refers to the institutional entity that prepares students for the family and consumer sciences profession and for which accreditation is sought.

Definition – Learning Formats:

Learning formats refer to the diverse means in which the teaching/learning takes place including but not limited to face-to-face, online, hybrid, interactive video, and others.

TIP: Include specific evidence/examples in ALL responses. Substantiate all statements.

STANDARD 1: INSTITUTIONAL ENVIRONMENT

1.1 INTENT: MISSION - The Unit has clearly developed mission and goal statements that reflect the mission and philosophy of the profession and are consistent with the mission and goals of the institution.

Interpretation: The mission statement of the Unit identifies a distinct purpose for the Unit within the host institution and reflects the mission and philosophy of the profession, projects societal needs relevant to the profession, and is consistent with the mission and goals of the institution.

Criteria

1.1(1) The definition of the family and consumer sciences Unit identifies all components of family and consumer sciences including those housed in different departments and colleges on campus for which accreditation is sought. Identify programs considered outside the family and consumer sciences Unit, as defined for accreditation purposes.

Required Documentation:

- Provide a definition of the family and consumer sciences Unit. Include programs jointly administered with another academic entity.
- Identify those programs that are considered outside the family and consumer sciences Unit as defined for accreditation purposes. These programs collectively form the Unit.

Assessment: Criterion 1.1(1) ____met ____partially met ____not met

Comments:

1.1(2) The mission statement of the Unit: (a) reflects the mission and philosophy of the profession, (b) addresses projected societal needs relevant to the profession, (c) includes contemporary practice in the profession and in specialized career fields, (d) identifies a distinct purpose for the Unit on campus, and (e) promotes the purposes of the host institution.

Required Documentation:

- Verify that the Unit mission statement is appropriate for contemporary practice in the profession and specialized career fields.
- Confirm that the Unit mission statement establishes a distinct purpose for the Unit on the campus.
- Confirm that the Unit mission statement promotes the purposes of the host institution.
- Share examples of how the mission of the Unit is shared with the public.
- Complete Form 1.1(2).

Assessment: Criterion 1.1(2) ____met ____partially met ____not met

Comments:

1.1(3) The Unit mission statement is used in institutional decisions affecting the Unit, its personnel, and its services.

Required Documentation:

- Provide a letter from the President of the institution to verify extensive use of the mission statement in institutional decisions affecting Unit(s), personnel, and resources.
- Provide examples of how the Unit mission statement influences institutional decisions affecting the Unit, its personnel, and its services.

Assessment: Criterion 1.1(3) _____met _____partially met _____not met

Comments:

1.1(4) The Unit mission statement is accepted and supported by communities of interest, including central administrators within the institution. (Communities of interest may include, but are not limited to institutional administrators, faculty members, advisory committee members, and students.)

Required Documentation:

- Provide letters from communities of interest that verify acceptance and support of the mission statement.

Assessment: Criterion 1.1(4) _____met _____partially met _____not met

Comments:

1.1(5) The process used to create, implement, communicate, and update the mission statement, goals, and objectives for the Unit is transparent, inclusive, periodic, and appropriate.

Required Documentation:

- With focus on transparency, inclusiveness, timeliness, and contemporary practice, provide a brief description of the process used to
 - create the Unit mission statement, goals, and objectives;
 - implement the Unit mission statement, goals, and objectives;
 - communicate the Unit mission statement, goals, and objectives;
 - update the Unit mission statement, goals and objectives.

Assessment: Criterion 1.1(5) _____met _____partially met _____not met

Comments:

1.2 INTENT: PROGRAM PLANNING AND ASSESSMENT - The Unit's mission and goal statements are the basis for both long-and short-range planning and priority setting.

Interpretation: Strategies have been developed for initiating, implementing, assessing, and revising plans. Unit priorities are stated clearly and are reflected in measurable long- and short-range goals. Procedures exist for annual planning and assessment of the Unit's progress toward reaching established goals and making improvements based on that planning and assessment.

Criteria

1.2(1) The Unit has clearly defined priorities, goals, objectives, and targets that link to the Unit mission and align with the institutional strategic plan.

Required Documentation:

- Describe how goals, objectives and targets are linked to the Unit mission.
- Describe how goals, objectives, and targets align with the institutional strategic plan.
- Complete Form 1.2(1) Mission Statement, Priorities, Short & Long-Range Goals.

Assessment: Criterion 1.2(1) ____met ____partially met ____not met

Comments:

1.2(2) The Unit mission statement drives Unit decision making related to program development, resource allocation and management, personnel decisions, and other resource decisions.

Required Documentation:

- Provide examples illustrating how Unit goals and objectives direct
 - program development;
 - resource allocation and management;
 - personnel decisions;
 - other resource decisions.
- Complete Form 1.2(2) Mission Driven Decision-Making.

Assessment: Criterion 1.2(2) ____met ____partially met ____not met

Comments:

1.2(3) The Unit routinely assesses Unit goals and objectives for planning and priority setting.

Required Documentation:

- Provide examples of the assessment of Unit goals and objectives for planning and priority setting.

Assessment: Criterion 1.2(3) _____met _____partially met _____not met

Comments:

1.2(4) Strategies exist for involving the program's communities of interest, including institutional administrators, faculty, advisory committee members, students, and others in the assessment and planning processes.

Required Documentation:

- Provide a brief description of the strategies used with communities of interest in assessment and planning.

Assessment: Criterion 1.2(4) _____met _____partially met _____not met

Comments:

1.2(5) Results of the assessment process are used on a periodic basis to determine if goals, objectives, and targets were met; formulate goals for the next year; and improve the system of evaluation.

Required Documentation:

- Provide examples of how the results of the assessment process are used to
 - evaluate progress toward goals;
 - review/revise goals;
 - communicate successes;
 - formulate goals for the next year.

Assessment: Criterion 1.2(5) _____met _____partially met _____not met

Comments:

1.3 INTENT: ORGANIZATION AND ADMINISTRATION OF THE ACADEMIC SETTING - The Unit is an integral part of an accredited institution of higher learning. Organization and administration of the academic environment are appropriate for carrying out the mission and goals of the Unit and the institution. The organizational structure supports the work of the Unit.

Interpretation: The Unit is an integral part of an accredited institution of higher learning. The organization of the institution, and of the Unit, provides an effective basis for program development and implementation, resource allocation and use, and goal achievement. Unit organization is appropriate for carrying out the mission and goals of the Unit and the institution. The work of the Unit is supported by the organizational structure. There are clearly defined, effective administrative channels among the chief administrative officer of the institution or her/his designated officer(s) and the administrator of the family and consumer sciences Unit.

Criteria

1.3(1) The Unit is a unique and integral part of an accredited institution of higher learning.

Required Documentation:

- Provide a brief description of the institution in which the Unit is located.
- Describe the history of the institution's organizational structure.
- Identify the name of the regional accrediting body to which the institution responds.
- Briefly describe the Unit's history, including the names of the accrediting bodies to which the Unit responds.
- Complete Form 1.3(1) Organization & Administration of the Academic Setting.

Assessment: Criterion 1.3(1) ____met ____partially met ____not met

Comments:

1.3(2) The organizational structure of the institution and the Unit is appropriate for implementation of the Unit's mission and goals, effective program development, resource allocation and use, and goal achievement.

Required Documentation:

- Describe how the structure of the institution is appropriate for the accomplishment of the Unit's mission and goals.
- Include the Unit organization chart showing administrative authority within the Unit.
- Provide a brief description of the roles and responsibilities of major components of the Unit organization chart.
- Describe how the structure of the Unit is appropriate for accomplishment of the Unit's mission and goals.
- Describe the flow of information and authority for decision making within the Unit and provide examples to illustrate.

Assessment: Criterion 1.3(2) ____met ____partially met ____not met

Comments:

1.3(3) There are established and functional relationships and reporting lines among the Unit and the other components of the institution.

Required Documentation:

- Provide one or more institutional organization charts indicating the Unit's relationship to the other components of the institution, including reporting lines.
- Illustrate, using examples, the functional relationships and reporting lines among the Unit and other components of the institution.

Assessment: Criterion 1.3(3) _____met _____partially met _____not met

Comments:

1.3(4) There is a clearly defined, effective administrative channel between the chief executive officer of the institution or his/her designated officer(s) and the administrator of the family and consumer sciences Unit.

Required Documentation:

- Describe the communication channel between the chief executive officer of the institution or his/her designated officer(s) and the administrator of the Unit.

Assessment: Criterion 1.3(4) _____met _____partially met _____not met

Comments:

1.3(5) The Unit administrator has clearly defined administrative authority for decision making and implementation.

Required Documentation:

- Illustrate, with examples, the administrative authority of the Unit administrator.

Assessment: Criterion 1.3(5) _____met _____partially met _____not met

Comments:

1.4 INTENT: GOVERNANCE - The Unit administration and faculty members have determined rights and responsibilities concerning Unit governance and academic policies. The degree of student participation in the conduct of Unit evaluation, procedures, and decision making is evident and appropriate.

Interpretation: Faculty members have opportunities for input about decisions in academic policies, resource allocation, curriculum design, and evaluation. Standing and ad hoc committees include student membership, as appropriate.

Criteria

1.4(1) The Unit administrator is empowered to make decisions for the Unit with regard to program development and evaluation, personnel, and financial matters.

Required Documentation:

- Provide a description of the responsibilities and activities of the Unit administrator.
- Indicate the degree to which the Unit administrator is empowered to make decisions for the Unit regarding
 - program development and evaluation;
 - personnel;
 - financial matters.

Assessment: Criterion 1.4(1) ____met ____partially met ____not met

Comments:

1.4(2) The demands of administering the Unit are recognized in relation to the total load of the Unit administrator and sufficient time is allocated to accomplish the administrative functions needed to support the mission and goals of the Unit.

Required Documentation:

- Detail the additional responsibilities not included in the job description.

Assessment: Criterion 1.4(2) ____met ____partially met ____not met

Comments:

1.4(3) The Unit administrator collaborates with the Unit faculty members to:

a. Support, communicate, and implement the mission and goals of the Unit.

Required Documentation:

- Briefly describe the Unit's governance.
- Include a list of current standing and ad hoc committees of the Unit.
- Include statement of purpose or function of each committee and indicate to whom the committee reports.
- State how committee appointments are made, and how student representatives are selected.

b. Facilitate the efforts of faculty members to provide contemporary educational programs.

Required Documentation:

- Provide examples in which the Unit administrator supported faculty in providing contemporary educational programs.
- Complete 1.4(3) Responsibilities of the Unit Administrator.

c. Attract, select, and retain highly qualified faculty members and administrators.

Required Documentation:

- Outline faculty participation in attracting, selecting, and retaining highly qualified faculty.

d. Provide opportunities for continuing professional growth and development of faculty members.

Required Documentation:

- Identify opportunities presented by the Unit administrator in which faculty participated.

e. Identify, secure, and distribute funds and other resources to support Unit mission and goals.

Required Documentation:

- Provide examples of ways in which the Unit administrator accomplished each of the following to support program mission and goals
 - secured funds;
 - allocated funds;
 - distributed other resources.

f. Develop and maintain linkages beyond the institution to maximize external support for the Unit.

Required Documentation:

- Share examples that illustrate the ways in which the Unit administrator has developed and maintained linkages beyond the institution that have maximized external support for the Unit.

Assessment: Criterion 1.4(3) _____met _____partially met _____not met

Comments:

1.4(4) The Unit's governance and committee structures and processes provide for faculty participation in development of governance policies and procedures and in evaluation of faculty members.

Required Documentation:

- Provide a table illustrating the involvement of faculty members from the Unit on both elected and appointed institution-wide councils, committees, and legislative bodies over the past three years.
- Outline the role of faculty members in the evaluation of faculty members.

Assessment: Criterion 1.4(4) _____met _____partially met _____not met

Comments:

1.4(5) Relevant family and consumer sciences subject-matter is administered by the Unit administrator.

Required Documentation:

- List the FCS subject matter administered by the Unit administrator.
- Provide a table including any subject matter administered external to the Unit, the location of the subject matter, and the administrator of that subject matter. (For instance, apparel design housed in the fine arts unit, or child and family studies housed in the education unit).
- Describe the rationale for FCS subject matter administered external to the FCS Unit.
- Illustrate, with examples, the working relationship between the FCS Unit administrator and the administrator of the external Unit(s) housing FCS subject matter.

Assessment: Criterion 1.4(5) _____met _____partially met _____not met

Comments:

1.4(6) If jointly administered programs exist, positive, appropriate relationships are developed and maintained to support effective program development, resource allocation and use, and goal achievement.

Required Documentation:

- Provide an example (in each area listed below) of relationships within jointly administered programs that support
 - effective program development;
 - resource allocation and use;
 - goal achievement.

Assessment: Criterion 1.4(6) _____met _____partially met _____not met

Comments:

1.5 INTENT: RESOURCES - Resources of the Unit from the campus allocation are adequate for implementing the planning and evaluation strategies in support of the Unit's mission, goals, and objectives.

Interpretation: Resources include financial, personnel (faculty, administration, and staff), library/information resources, technology, equipment, all physical space and facilities, including laboratories and community resources that facilitate partnerships to conduct instruction, research, field experience, and outreach.

Criteria

1.5(1) Procedures exist for developing budget requests.

Required Documentation:

- Describe the procedures used in developing the budget request for the Unit, including
 - titles of persons involved;
 - extent of faculty input;
 - lines of transmittal;
 - methods of establishing budget priorities.

Assessment: Criterion 1.5(1) _____met _____partially met _____not met

Comments:

1.5(2) Financial resources of the Unit are adequate to support programs, technology, and other activities and are comparable to those of other units on campus.

Required Documentation:

- Present a table showing the TOTAL Family and Consumer Sciences Unit budget for the past 3 years.
 - Show, by either amount or percentage, the sources of these funds.
 - Identify sources of any additional funds available for Unit use.
- List the funding sources and expenditures of the Unit for the last 3 years (e.g., salaries, technology, supplies, teaching resources, professional travel, equipment, etc.).
- Explain how well resources support programs, technology, equipment, and other activities.
- Provide a table showing the comparison of the financial resources of the Unit to three other campus units comparable in size and scope and external to Family and Consumer Sciences, for the past three years. If not possible to obtain, explain.
- Provide a rationale for the selection of these particular comparable and external Units.

Assessment:

Criterion 1.5(2) is _____met _____partially met _____not met

Comments:

1.5(3) Administrative, technical, and other supporting services are allocated appropriately to the Unit and are used to support the mission of the Unit.

Required Documentation:

- Provide a brief statement regarding allocation and utilization of essential administrative, technical, or other staff or supporting services, including student workers and graduate assistants, if available.

Assessment:

Criterion 1.5(3) _____met _____partially met _____not met

Comments:

1.5(4) Computer facilities, specialized equipment & space, technology, and other instructional resources used by students, faculty, administration, and staff are adequate and support a) the mission and goals of the Unit, and b) the number of students enrolled in courses and programs.

Required Documentation:

- Complete Form 1.5(4): *Enrollment and Degree Data*.
- Include a table showing total student enrollment, total student enrollment in each program/emphasis/concentration, number of all faculty by discipline, and student/full-time faculty ratio in the Unit for the past 3 years.
- Explain trends or patterns, including growth or decline as well as low enrollment of students in the Unit.
- Describe the availability a) on campus and b) in the Unit of
 - computer facilities;
 - specialized equipment space;
 - other instructional resources utilized by students, faculty members, administration, and staff.
- Include a concise statement, chart, and/or floor plan that identifies the space available to the Unit by
 - purpose (offices, classrooms, laboratories, common space for student use, etc.);
 - by program;
 - by location.
- Address the accessibility of space for all students, including those with diverse needs.

Assessment: Criterion 1.5(4) _____met _____partially met _____not met

Comments:

1.5(5) The Unit engages community resources to support instruction, research, field experience, and outreach goals.

Required Documentation:

- Using a narrative, describe the community resources used in
 - instruction;
 - research;
 - field experience;
 - outreach.

(for example, specific agency and industry sites for internships & field experiences; organizations that provide guest lecturers, job shadowing, research experiences, etc.)

Assessment: Criterion 1.5(5) _____met _____partially met _____not met

Comments:

1.5(6) The Unit uses outcome measures to address the sufficiency of its resources.

Required Documentation:

- Complete Matrix 1.5(6): Assessment of Unit Resources.
- Identify outcome measures by which the Unit assesses the sufficiency of its resources.
- Provide data illustrating the Unit's performance against these measures for the past three years.
- Describe the support available to maintain and enhance equipment and space needs.
- Provide the technology plan, if available. If not available, describe the process for addition and replacement of technology resources in the unit.

Assessment: Criterion 1.5(6) _____met _____partially met _____not met

Comments:

STANDARD 2: INSTRUCTIONAL PROGRAMS

2.1 INTENT: FAMILY AND CONSUMER SCIENCES BODY OF KNOWLEDGE - All family and consumer sciences students are expected to understand and comprehend the Family and Consumer Sciences Body of Knowledge. The Body of Knowledge consists of core concepts, integrative elements, and cross-cutting themes.

Interpretation: The Family and Consumer Sciences Body of Knowledge includes unique concepts that integrate the study of individuals, families, and communities through human ecosystems theory and life course development. Family and consumer sciences professionals address adequate provision of basic human needs from holistic and synergistic perspectives. Comprehension of the complexity of the reciprocal relationships (interrelationships and interdependence) among individuals, families, communities, and the many environments in which they function throughout their life spans is critical to a full appreciation of the family and consumer sciences knowledge base. An understanding of individual, family, and community needs, ecosystems, and life course development undergirds the dynamic, holistic, and integrative nature of family and consumer sciences. Using knowledge of the core concepts and integrative elements, family and consumer sciences professionals address critical, pervasive, and emerging and persistent societal issues related to the interrelationships of individuals, families, communities, and the environments in which they function. The Family and Consumer Sciences Body of Knowledge encompasses three critical components: core concepts, integrative elements, and cross-cutting themes.

1. CORE CONCEPTS

a. Basic human needs

Basic human needs such as physiological needs, safety, love and belongingness, self-esteem, and self-actualization are central to concepts developed, applied, and assessed in the Family and Consumer Sciences Body of Knowledge. A broader definition of basic human needs includes:

- (1) "material well-being, including sufficient food, assets, and work;
- (2) bodily well-being and wellness in health, appearance, and physical environment;
- (3) social well-being, including the ability to care for and raise children; self-respect, dignity, peace, harmony, and good relations with family and community;
- (4) security, including civil peace, physically and psychologically safe and secure environments, lawfulness and access to justice, security in old age, and confidence in the future;
- (5) freedom of choice and action; and
- (6) psychological well-being, including peace of mind, happiness, a spiritual life and religious observance." (Narayan et al., 2000; cited on pp.25-28 of Nickols et al.)

b. Individual well-being

Meeting basic human needs is critical to the achievement of individual well-being. Physically, emotionally, and mentally healthy individuals are essential for sustaining humanity. Self-aware, motivated, and empowered individuals adapt, modify, manage and interact with their social, cultural, technological, and natural environments to enable themselves and others to make meaningful contributions throughout their life spans.

c. Family strengths

Understanding, nurturing, and supporting strong, diverse, resilient families requires comprehension of complex relationships and human development across the life course. The concept of family strengths is interrelated with and dependent upon how well basic needs are met and focuses on understanding families and preserving this fundamental social unit of society. Family strengths include resilient characteristics of families regardless of family structure, interactions with each other and with others outside the family unit, and applications of strategies to deal with the events of everyday life. Individuals and families engage their strengths synergistically to help families endure. Over time, many families develop protective and recovery factors that enable them to deal with stressors and transitions throughout the course of family life. Family strengths may include:

- | | |
|---|---------------------------|
| 1. Family problem-solving communication | 6. Hope |
| 2. Equality | 7. Family hardiness |
| 3. Spirituality | 8. Family time & routines |
| 4. Flexibility | 9. Social support |
| 5. Truthfulness | 10. Health |

d. Community vitality

Community vitality measures how well basic human needs are met and focuses on providing an environment conducive to individual and family well-being. Healthy communities have common interests and connections through ownership and/or participation in meeting basic human needs and caring for and about one another. Usually, actions are structured so that they contribute to the common good, and a shared moral/ethical culture is transmitted from generation to generation. Communities foster a sense of well-being of individuals and families and often turn groups of people into social clusters that resemble extended families.

2. INTEGRATIVE ELEMENTS

a. Life course development

Life course development provides a unique perspective for eco-systems theory (ecological framework) as the professional focuses on the well-being of individuals and families and the communities in which they live. This life course perspective centers around assertions that:

- (1) People develop biologically and socially across their lives in ways that influence and change their interactions with each other and with social institutions. In addition, development as an individual, within a family, and as a participant in the community affects a person's perspective.
- (2) Social institutions such as families, schools, or community groups, create "transition points" for individuals as they grow and develop.
- (3) Individual social development differs across historical times because of the way social institutions change; collective human needs create demands for social institutions to change across time.
- (4) An important concept in understanding life course development includes continuity of developmental stages of individuals and families, timing of family related events, and developmental history, including periods of both change and stability.

b. Human ecosystem

The FCS Body of knowledge ties individuals, families, and communities together through the family eco-system theoretical model. Eco-systems within which family's function include: (a) families, (b) the physical environment of space and the natural

environment, (c) the human-built environment of housing, constructed facilities and equipment, and the application of technology to materials from the natural environment, and (d) the social regulatory environment comprised of the non-material culture, religion, educational, political, legal/judicial, economic, and social systems. This model provides a comprehensive, or holistic, understanding of relationships among individuals, families, and communities and their physical, human-built, and social/behavioral environment. The basic elements of the family ecosystem include: family members, their external environments—as they perceive and interact with them—and the web of human transactions carried out through the family organization. A fundamental characteristic of the family ecosystem is that it is made up of a collection of interdependent and independent parts working together to achieve a common purpose. Families are affected by factors in both their micro- and macro-environments. The micro-environment of a family consists of a series of interactions involving their closest physical, psychological, and social relationships and contexts within their near environment. The macro-environment includes broader and more distant components of the far environment such as the economic, technological, and sociocultural environments.

3. CROSS-CUTTING THEMES

The Body of Knowledge addresses five cross-cutting themes: capacity building, global interdependence, resource development and sustainability, appropriate use of technology, and wellness.

a. Capacity building

Capacity building means individuals, families, and communities acquiring knowledge, and skills, building on assets and strengths, respecting diversity, and responding effectively to change. The ability of humans to understand and solve complex problems, to preserve the knowledge of indigenous cultures in the context of rapid globalization, to appropriately use technology, and to strive for balance between change and continuity are some of the competencies needed in the modern world. Institutional capacity depends on the competencies of individuals and families and their commitment to building sustainable communities.

b. Global interdependence

Global interdependence means the impact of people—individually and collectively—on the world, and the effect of their actions on others. It encompasses interdependence in global production and consumption. Tangible connections with neighbors around the world are possible through migration, advanced communications, and travel technology. Decisions in one country directly affect what happens in other countries of the world.

c. Resource development and sustainability

Resource development and sustainability involves managing resources wisely, protecting the environment, promoting sustainable practices, and creating public policy from generation to generation.

d. Appropriate use of technology

The appropriate use of technology involves understanding how advances in science and technology are shaped, manipulated, and used to affect the quality of life for individuals, families, and communities. Addressing scientific efforts in areas such as genetics and enhancement of human performance with knowledge of the benefits of these efforts must be balanced with thorough understanding of the ethical principles and moral issues involved and an awareness of the social, economic, and contextual implications.

e. *Wellness*

Wellness addresses health and well-being. It includes food security; adequate nutrition; reduced risk of chronic and communicable disease; access to forms of exercise; respectful, caring, and compassionate learning environments; healthcare availability, access, costs, and quality; psychological health; protection from abuse, exploitation, and violence; access to safe water and air and adequate sanitation facilities; control of healthcare costs so quality care is available; and spirituality. Contemporary society requires graduates of family and consumer sciences Units to function as generalists, necessitating an integrative focus, and as specialists who have considerable depth in one content area. Whether functioning with a more general perspective or as a specialist, the practices of family and consumer sciences graduates should reflect an integrative, synergistic, holistic focus in addressing critical societal issues that are relevant to: (a) relationships among individuals, families, communities, and the environments in which they function; and (b) adequate provisions for food, clothing, shelter, emotional support, and nurturance for individuals and families. This synergistic, integrative focus on individuals, families, and communities is unique to this profession. This unifying focus is the very essence, strength, and uniqueness of the family and consumer sciences professional in addressing issues that affect the well-being of individuals, families, and communities.

Criteria

2.1(1) Family and consumer sciences programs are grounded in the core concepts of basic human needs, individual well-being, family strengths, and community vitality.

Required Documentation:

- Complete Matrix 2.1(1) *Body of Knowledge Core Concepts*: 1. Basic human needs 2. Community vitality 3. Family strengths 4. Individual well-being.
- Brief narrative regarding the infusion of the core concepts in the curriculum.

Assessment: Criterion 2.1(1) _____met _____partially met _____not met

Comments:

2.1(2) Family and consumer sciences programs are grounded in the integrative elements of life course development and human ecosystems.

Required Documentation:

- Complete Matrix 2.1(2) *Body of Knowledge Integrative Elements*: 1. Life course development 2. Human ecosystems.
- Brief narrative regarding the infusion of the integrative elements of life course development and human ecosystems in the curriculum.

Assessment: Criterion 2.1(2) _____met _____partially met _____not met

Comments:

2.1(3) Family and consumer sciences programs address the cross-cutting themes of capacity building, global interdependence, resource development and sustainability, appropriate use of technology, and wellness.

Required Documentation:

- Complete Matrix 2.1(3) *Body of Knowledge Cross-Cutting Themes*:
1. Appropriate use of technology 2. Capacity building 3. Global interdependence
4. Resource development and sustainability 5. Wellness.
- Brief narrative regarding the infusion of the cross-cutting themes in the curriculum.

Assessment: Criterion 2.1(3) is _____met _____partially met _____not met

Comments:

2.1(4) Faculty, students, and graduates of the Unit's programs can articulate the Family and Consumer Sciences Body of Knowledge with the ability to provide examples of application of each element of the Body of Knowledge.

Required Documentation:

- Provide examples of assessment of the students' understanding of the common body of knowledge and what was learned from the assessment.
- Provide examples that describe how the faculty, students, and graduates embrace the holistic and synergistic nature of family and consumer sciences.

Assessment: Criterion 2.1(4) _____met _____partially met _____not met

Comments:

2.1(5) The Unit provides a curriculum plan/checksheet, including the organization and sequencing of required courses by term, for each major/option/concentration in the Unit.

Required Documentation

- Complete Form 2.1(5): *Program of Study*.

Assessment: Criterion 2.1(5) _____met _____partially met _____not met

Comments:

2.2 INTENT: ASSESSMENT PROCEDURES – The Unit’s programs have assessment plans that outline the logical progression of activities for assessing whether curriculum goals and learning outcomes related to the Family and Consumer Sciences Body of Knowledge have been met. Assessment plans establish expected outcomes with appropriate target measures to assess achievement of each of the Unit’s curriculum goals. They describe how measurement of students’ mastery of predetermined outcomes is assessed for ALL learning formats (face-to-face, online, hybrid, interactive video, etc), provide feedback on strengths and weaknesses, and are used to make informed decisions.

Interpretation: Program assessment plans typically include:

- a. Documentation of the Unit’s curriculum goals and the student learning outcomes that are assessed;
- b. Linkages between the Unit’s curriculum goals, student learning outcomes, and the Unit’s mission;
- c. Outcome measures that faculty members use to determine the Unit’s ability to meet each of the stated curriculum goals and achieve student learning outcomes;
- d. Data required and collected;
- e. Groups participating in the assessment;
- f. Assessment methods used to collect the data as well as the individuals who have the responsibility for ensuring collection of and periodic review of the data;
- g. Timelines for collecting the data, such as every semester, every two years;
- h. Analysis of the data collected; and
- i. Use of the analyzed data for improving the teaching and learning processes and environment provided in the Unit, and decisions made about the students programs.

Criteria

2.2(1) The family and consumer sciences Unit has identified specific outcome measures to determine the achievement of the Unit’s curriculum goals.

Required Documentation:

- Provide examples of how the Unit periodically assesses the changing needs of professional practice and uses available information, including but not limited to student, alumni, and advisory board surveys, to establish and/or update the curriculum goals for the Unit.
- Briefly discuss how the organization, sequencing, and integration of all courses in the Unit facilitate the students’ achievement of expected outcomes.

Assessment: Criterion 2.2(1) ____met ____partially met ____not met

Comments:

2.2(2) The family and consumer sciences Unit uses assessment data to make informed decisions regarding the improvement of teaching and learning processes.

Required Documentation:

- Complete Matrix 2.2(2): *Assessment of Body of Knowledge Curriculum Goals and Student Learning Outcomes*.
- Using information provided in Matrix 2.2(2), provide a narrative description of the strengths and weaknesses identified as a result of assessment.
- Share examples of changes in outcomes, target measures, etc. to maintain strengths and address areas identified for improvement.

Assessment: Criterion 2.2(2) ____met ____partially met ____not met

Comments:

2.2(3) The family and consumer sciences Unit routinely reports - to the public – accurate information about student performance and achievement.

Required Documentation:

- Describe how data are collected, analyzed, and accurately reported to the public.
- Describe the format and frequency of routinely reporting accurate data in places accessible to the general public.
- Complete Form 2.2(3): *Public Reporting of Student Performance and Achievement*.

Assessment: Criterion 2.2(3) ____met ____partially met ____not met

Comments:

2.3 INTENT: CULMINATING EXPERIENCE - The Unit's culminating experiences may include internships, field experiences, practica, and/or service-learning projects that approximate the professional and/or personal world in which students will live and work. Students are expected to apply knowledge and skills from across the entire curriculum and demonstrate synthesis and integration of specialized knowledge learned.

Interpretation: A planned, supervised, and evaluated culminating experience, framed by well-defined learning objectives, procedures, and criteria for evaluation of the assignments may take place in a variety of venues. An essential component of this culminating experience is supervision by a qualified preceptor who is a faculty member or a practicing professional in the student's field of study. To guarantee effectiveness, placement sites, assignments, and the qualifications of preceptors are assessed regularly. Because of the diversity of students who enroll in family and consumer sciences Units, different models and strategies are used to provide culminating experiences that are sensitive to student needs and interests.

Criteria

2.3(1) The Unit provides culminating experiences in the form of internships, field experiences, practica, and/or service learning projects that approximate the student's future professional practice.

Required Documentation:

- Create a table illustrating examples of culminating experiences for each program offered by the Unit.
- Describe the process by which the Unit determines the appropriate qualifications of on-site supervisors.
- Provide a brief description of the Unit's policies and procedures for culminating experiences, to include
 - goals and objectives;
 - selection of sites;
 - placement of students;
 - selection of campus supervisors;
 - supervision strategies;
 - duration of the experience;
 - selection of on-site supervisors;
 - evaluation of placement sites;
 - criteria for waiver of the culminating experience.
- Should any program/concentration not include a pre-graduation culminating experience, identify it and discuss why it was not required for this particular program/concentration.

Assessment: Criterion 2.3(1) ____met ____partially met ____not met

Comments:

2.3(2) The Unit's culminating experience has well-defined learning objectives, procedures, and Criterion for evaluation that enable assessment of student outcomes.

Required Documentation:

- Provide a copy of the assessment instrument for each type of culminating experience.
- Share the results of the assessment of culminating experiences in each program/concentration for the past three years.
- Complete Matrix 2.3(2): *Assessment of Culminating Experience and Student Learning Objectives*.

Assessment: Criterion 2.3(2) ____met ____partially met ____not met

Comments:

2.3(3) The Unit's culminating experience is under the direct supervision of a full-time member of the faculty or a practicing professional with expertise in the student's field of study.

Required Documentation:

- Provide examples of the supervision by the faculty member or practicing professional.
- Explain any departures from policy/procedure for supervision.

Assessment: Criterion 2.3(3) ____met ____partially met ____not met

Comments:

STANDARD 3: DISCOVERY, INTEGRATION, AND APPLICATION OF KNOWLEDGE

3.1 INTENT: DISCOVERY, INTEGRATION, AND APPLICATION OF KNOWLEDGE – All faculty are engaged in scholarly and creative activity, pursuing the discovery, integration, and application of knowledge as guided by the mission and goals of the Unit. Scholarly and creative activity should complement the teaching and learning objectives of the Unit’s instructional programs. Family and Consumer Sciences faculty members’ contributions to the knowledge base of the profession could include, but not be limited to:

- **generating new knowledge (discovery),**
- **engaging in creative endeavors that influence theory and practice**
- **making connections between disciplines,**
- **creating new applications for existing work (integration),**
- **bringing new insights to existing research, and**
- **discovering patterns that connect knowledge and practice (application).**

Interpretation: Scholarly, scientific, and creative activities are consistent with the Unit’s stated mission and goals and should be complementary of the teaching and learning objectives of the Unit’s instructional programs. The Unit supports an environment conducive to research, scholarly inquiry, and creative endeavor by all faculty members. Activities such as writing grants, publishing manuscripts, creating sketches and designs, presenting scholarly papers at professional conferences, and developing innovative pedagogical techniques or programs are aimed at improving the knowledge base and the practice of family and consumer sciences. Because of the integrative and holistic nature of the field, family and consumer sciences faculty members frequently engage in scholarly and creative activities in areas that extend beyond traditional boundaries of the field. Interdisciplinary research and collaboration with colleagues in fields outside of family and consumer sciences offer opportunities for critical analysis and interpretation of research findings with outcomes that can be applied to solving the critical issues of individuals, families, and communities. As appropriate, Unit faculty members often involve students to expand their understanding of research, scholarly, scientific, and creative expression.

Outreach refers to contributions of professional expertise to the public, including professional practice. Outreach activities contribute to fulfillment of the Unit’s mission and goals and complement teaching and learning objectives. Effective linkages and partnerships with organizations, agencies, and businesses in the community are essential to the success of the Unit in meeting its overall objectives. Faculty members share their professional knowledge and competence with the community through communication, collaboration, consultation, provision of technical assistance, workshops, professional development opportunities, and other means. Effective ways for the community to participate in the work of the Unit include activities such as assessing the relevance of curricula, participating in teaching and assessing the effectiveness of the Unit. Outreach activities address local, regional, national, and international challenges, opportunities, issues, and needs. Opportunities to engage in outreach activities are available to all students, regardless of curricular requirements. The Unit offers opportunities for students to cultivate professionalism and conscious responsibility within and toward the profession through service to communities, agencies, the nonprofit sector, underserved populations, and organizations.

All faculty, regardless of assignment, must show evidence of integration and application of new knowledge in the classroom or other venues as required by their institution and academic appointment.

Criteria

3.1(1) Each faculty member demonstrates scholarly/creative activity in the area for which he or she has major instructional responsibility.

Required Documentation:

- Include a brief description of the Unit's research, scholarly, or creative activities.
- Cite policies, procedures, and practices that support these activities.
- Include a table showing funded/unfunded research, scholarly, or creative activities of all faculty members in the Unit for each of the last 3 years.
- Include a brief description of how the Unit assesses research, scholarly, or creative productivity,
- Complete Matrix 3.1a: *Unit Research, Scholarly and Creative Activity*.
- Complete Matrix 3.1b: *Assessment of Unit, Research, Scholarly & Creative Activity*.

Assessment: Criterion 3.1(1) _____met _____partially met _____not met

Comments:

3.1(2) Faculty members are involved actively in creative application of existing work in their field through outreach and instructional activities appropriate to the mission of the Unit and the institution.

Required Documentation:

- Provide a brief description of the Unit's outreach activities including policies, procedures, and practices that support the Unit's instructional goals and contribute to the development of student competencies.
- Provide a list of the governmental and community agencies/groups, and businesses involved in outreach and instructional activities and the nature of their involvement over the last three years.

Assessment: Criterion 3.1(2) _____met _____partially met _____not met

Comments:

3.1(3) Faculty members advance knowledge in the profession and/or in their program through activities such as submitting manuscripts for publication, presenting scholarly or creative works at conferences and workshops, consulting, engaging in scholarly activities with colleagues within and outside the profession, and partnering with business, industry, government agencies, and nonprofit organizations.

Required Documentation:

- Using Item 15 on Form 4.1, create a table including the following by faculty member for the last three years
 - publications;
 - presentations at professional conferences & workshops;
 - consulting;
 - creative activities and presentations;
 - innovative pedagogical techniques;
 - partnerships with business, industry, government, and non-profit organizations;
 - funding (source and amount).

Assessment: Criterion 3.1(3) ____met ____partially met ____not met

Comments:

3.1(4) Faculty members provide leadership in interpreting family and consumer sciences—and their specialization—to other professionals and to the public.

Required Documentation:

- Using item 16 on Form 4.1, create a table identifying leadership roles for faculty members in the Unit for the last three years. (for instance, serving as chair of a national, state, or local committee, membership on boards, service to non-profit organizations, service to national organizations, etc.)

Assessment: Criterion 3.1(4) ____met ____partially met ____not met

Comments:

3.1(5) Faculty members engage interested students in scholarly and creative experiences that are consistent with the mission and goals of the Unit and that contribute to the advancement of family and consumer sciences practice.

Required Documentation:

- Provide examples describing student involvement in scholarly and creative experiences for the last three years.

Assessment: Criterion 3.1(5) ____met ____partially met ____not met

Comments:

3.1(6) Faculty members provide opportunities for student participation in the work of professional organizations that support student career goals.

Required Documentation:

- Provide examples of student participation in the work of professional organizations that support their career goals.

Assessment: Criterion 3.1(6) ____met ____partially met ____not met

Comments:

3.1(7) Faculty members provide opportunities for student participation in outreach experiences that are consistent with the mission and goals of the Unit and that contribute to the advancement of family and consumer sciences practice.

Required Documentation:

- Provide examples of student participation in outreach experiences for the last three years.

Assessment: Criterion 3.1(7) ____met ____partially met ____not met

Comments:

STANDARD 4: FACULTY, STAFF, AND STUDENTS

4.1 INTENT: FACULTY QUALIFICATIONS – All faculty members (part-time and full-time) have the educational preparation and professional experiences appropriate for the Unit’s mission, goals, and curricula.

Interpretation: Full-time faculty members in the Unit have the educational preparation, professional and practical experience, research and teaching competence, scholarly activity, professional development, and leadership experience sufficient to provide the depth and breadth of learning appropriate for the Unit’s mission, goals, and curricula. Educational preparation and professional expertise of each faculty member is appropriate for their assigned positions and responsibilities. All faculty members in the Unit meet the requirements for faculty appointments at the institution. Part-time and adjunct faculty members, including qualified practicing professionals, and/or persons with special competencies, have educational and professional expertise pertinent to the Unit.

Criteria

- 4.1(1) Each faculty member, has documented educational and other professional experiences that contribute to knowledge of subject matter and competency in instruction. If teaching outside of the area of specialization, faculty members must document significant graduate coursework or professional preparation in the teaching area.

Required Documentation:

- Complete Form 4.1 *Faculty Data* for each faculty member, including part-time, adjunct, and administrators for the past three years. Verify name; rank; position; primary teaching areas; percentage of employment in teaching, research, outreach, and/or administration; responsibilities within the Unit; tenure track status; date of initial appointment; highest degree earned, date, discipline, and institution; list of degrees earned; professional experiences; scholarly work; leadership activity; awards & recognitions, and professional development activities. Document the preparation of any faculty member teaching outside of the area of specialization.

Assessment: Criterion 4.1(1) _____met _____partially met _____not met

Comments:

4.1(2) Each faculty member, including part-time and adjunct faculty, maintain competency in the area of specialization through the use of a variety of strategies such as education, professional development, scholarly activities, specialized preparation, and practicum or professional experiences.

Required Documentation:

- Provide a list of significant professional development activities in which faculty members in the Unit participated and those for which they assumed a leadership role, such as coordinating a workshop at a national meeting, for the last three years.

Assessment: Criterion 4.1(2) _____met _____partially met _____not met

Comments:

4.1(3) Faculty assignments are commensurate with the workload policy of the Unit, including the number of faculty members, number and types of courses and programs offered, students served, and other professional responsibilities and services of faculty members.

Required Documentation:

- Complete Item 12 on Form 4.1: *Faculty Data* for each faculty member.
- Provide the workload policy of the Unit.
- Address faculty workload assignments as they relate to the workload policy of the Unit.

Assessment: Criterion 4.1(3) _____met _____partially met _____not met

Comments:

4.1(4) The workload policy for Unit faculty members is comparable to workload policies in other units of the institution. It permits time for continuing faculty development as a teacher scholar, and facilitates participation in professional experiences that advance the program.

Required Documentation:

- Create a table showing the average workload of faculty in the Unit compared to average workload of faculty in at least two other units external to the Unit.
- Indicate the reason(s) for any differences in average workload among the Units in the table.
- Describe the time available for Unit faculty to participate in professional development, engage in scholarly/creative activity, and participate in professional experiences that advance the program.

Assessment: Criterion 4.1(4) _____met _____partially met _____not met

Comments:

- 4.1(5) The Institution and the Unit have established written policies, criteria, and procedures for awarding salary increments, tenure, promotion, and other types of recognition, including, but not limited to:
- methods for determining faculty member effectiveness in instruction and advising;
 - research, outreach, other scholarly activities, and service to the Unit, the institution, and/or the community;
 - periodic assessment of each faculty member in relation to their performance of assigned responsibilities.

Required Documentation:

- Provide a link to the Faculty Handbook, collective bargaining memorandum of agreement, or other applicable documents that outline policy and procedures related to faculty appointment, assignments, rank, status, salary, benefits,
- Provide a link to policies and procedures for assessment/evaluation of faculty competence and performance of teaching, advising, research, outreach, and similar factors that lead to promotion and tenure.
- Provide justification for any faculty member who does not meet institutional requirements.
- Briefly describe and provide a link to the institution's policy and procedures on post-tenure review, if those exist.

Assessment: Criterion 4.1(5) _____met _____partially met _____not met

Comments:

- 4.1(6) Procedures for assessing faculty competence and performance, particularly related to teaching, are applied consistently. Faculty members and students participate in the evaluation of courses and faculty.

Required Documentation:

- Discuss the consistency and any inconsistency of the application of procedures for assessment of faculty competence and performance.
- Provide examples of faculty and student involvement in the evaluation of courses and faculty.

Assessment: Criterion 4.1(6) _____met _____partially met _____not met

Comments:

- 4.1(7) The Unit supports opportunities for faculty growth and development in teaching, research, service, and outreach.

Required Documentation:

- Describe examples of professional opportunities supported by the Unit.

Assessment: Criterion 4.1(7) _____met _____partially met _____not met

Comments:

4.2 INTENT: FACULTY, STAFF, STUDENT DIVERSITY - A diverse faculty and staff provide opportunities for recruitment, enrollment, matriculation, progression, and achievement of students from a variety of demographic groups who are capable of success in family and consumer sciences programs.

Interpretation: Unit policies, procedures, and practices align with institutional policy and procedures designed to select qualified and diverse faculty, staff, and students. Elements of diversity might include professional preparation, education, and degrees obtained from a variety of institutions; professional experiences in different types of institutions and clinical facilities; different academic ranks; faculty and staff of different ages, genders, national origins; and other factors.

Criteria

- 4.2(1) A critical mass of faculty members with graduate preparation must be sufficient to:
- a. permit continuity, coordination, and development of the programs within the Unit;
 - b. provide diversity in subject-matter content and methods of instruction; and
 - c. provide academic and professional guidance and counsel to a diverse student body.

Required Documentation:

- Briefly describe faculty member diversity in the Unit.
- Identify trends and issues that facilitated or hindered the achievement of Unit goals for diversity over the last three years.

Assessment: Criterion 4.2(1) _____met _____partially met _____not met

Comments:

- 4.2(2) Faculty members demonstrate diverse professional preparation, education, and professional experiences within the field, including degrees from a variety of educational institutions.

Required Documentation:

- Summarize professional preparation, education, and professional experiences of faculty members from Form 4.1, prepare a brief narrative attesting to the diversity.

Assessment: Criterion 4.2(2) _____met _____partially met _____not met

Comments:

4.2(3) Academic ranks of faculty members demonstrate a level of diversity appropriate for the Unit's educational programs.

Required Documentation:

- Discuss the diversity in academic rank of faculty in the Unit related to providing the Unit's educational programs.

Assessment: Criterion 4.2(3) _____met _____partially met _____not met

Comments:

4.2(4) Policies and procedures regarding the Unit's commitment to providing equitable opportunities without regard to age, gender, race, disability, sexual orientation, religion, and national origin are consistent with institutional policy and are applied consistently.

Required Documentation:

- Provide a link to the Unit's policies and procedures for attracting and recruiting qualified faculty members, staff members, and students.
- Describe consistency of Unit policy and procedure with institutional policy.

Assessment: Criterion 4.2(4) _____met _____partially met _____not met

Comments:

4.2(5) Policies and procedures regarding the Unit's efforts to increase a diverse student population are consistent with institutional policy and are applied uniformly.

Required Documentation:

- Complete Matrix 4.2: *Assessment of Unit Diversity Goals*.
- Provide a table that documents student diversity over the last three years.
- Identify important trends and patterns in student diversity reflected in the table.
- Describe efforts to recruit a more diverse student population in the Unit.
- Confirm uniform application of policies and procedures to increase a diverse student population.

Assessment: Criterion 4.2(5) _____met _____partially met _____not met

Comments:

4.2(6) Outcome measures by which the Unit assesses its success in achieving a diverse faculty and staff are identified and used. Data regarding the performance of the Unit against these outcome measures for each of the last three years are available.

Required Documentation:

- Using Data from Matrix 4.2: *Assessment of Unit Diversity Goals*, provide a brief narrative of the strengths and challenges.

Assessment: Criterion 4.2(6) _____met _____partially met _____not met

Comments:

4.3 INTENT: STUDENT RECRUITMENT, ADMISSIONS, ADVISING, AND CAREER COUNSELING - The Unit has policies, procedures, and practices related to student recruitment, admissions, academic advising, and career counseling. These comply with federal and state laws to ensure nondiscrimination and equal opportunity and are aligned with those of the institution.

Interpretation: Student development is fostered by implementation of appropriate policies designed to address admissions, academic advising, and career guidance. Students have access to advisers who are knowledgeable about the institution's curricula and about specific programs of study within the Unit. Opportunities are provided for orientation of each student upon entry into a Unit program, for enrollment in contemporary academic programs, and for participation in professional organizations. Career and placement counseling opportunities are available to all students. Procedures are in place by which students may communicate their concerns to Unit and institutional officials.

Criteria

4.3(1) A critical mass of students is enrolled in the Unit for a viable program.

Required Documentation:

- Include a table illustrating the student enrollment in each program in the Unit over the past five years. Use Form 1.5(4) for reference.
- Share examples of recruitment resources, or identify links to a web page, a brochure, or an institutional catalog that describe the Unit's programs to prospective students.

Assessment: Criterion 4.3(1) _____met _____partially met _____not met

Comments:

4.3(2) The orientation program for incoming students to the Unit articulates an overview of academic requirements, policies and procedures, student responsibilities, and professional opportunities for all students, regardless of program delivery method.

Required Documentation:

- Describe the content of the institution and/or Unit orientation program for incoming students regardless of program delivery method.
- Identify any differences in orientation for students entering programs with delivery methods other than face-to-face courses.

Assessment: Criterion 4.3(2) _____met _____partially met _____not met

Comments:

4.3(3) Unit policies, procedures, and practices related to students' admission, retention, and progression into and through Unit programs are consistent with institutional policy, are made available to all students and are applied equitably appropriate to learning format.

Required Documentation:

- Provide a link to information that documents Unit policies and procedures regarding admissions, retention, progression of students, and services provided to meet the needs of all students in all learning formats (face-to-face, off campus, distance learning, 2 + 2, dual credit, etc.).
- Identify any Unit policies that vary from institutional policies. (for example, admission requirements to the Didactic Program in Dietetics)
- Through a narrative, verify that Unit policies, procedures, and practices are consistent with institutional policies, procedures, and practices.
- Provide a brief description of the Unit's involvement in the establishment, implementation, and evaluation of these policies and procedures.
- Indicate the way(s) in which these policies, procedures, and practices are made available to all students in all learning formats.

Assessment: Criterion 4.3(3) ____met ____partially met ____not met

Comments:

4.3(4) All students, regardless of learning format, have access to advisers who are knowledgeable about the institution's curricula and about specific programs of study within the Unit.

Required Documentation:

- Briefly describe and assess the advising services available to all students in the Unit.
- Describe the procedure for assignment of students to academic advisers appropriate for their needs, interests, and abilities.

Assessment: Criterion 4.3(4) ____met ____partially met ____not met

Comments:

4.3(5) Career guidance and placement counseling opportunities are available to all students in the Unit throughout their programs of study.

Required Documentation:

- Briefly describe the career guidance and counseling services available to meet the needs of all students in the Unit.

Assessment: Criterion 4.3(5) ____met ____partially met ____not met

Comments:

4.3(6) Whenever possible, individualization of Unit programs is made based on students' needs, interests, and abilities.

Required Documentation:

- Provide examples of individualization of Unit programs based on a student's needs, interests, and abilities. (for example, substitution of courses, waiver of requirements, etc.)

Assessment: Criterion 4.3(6) _____met _____partially met _____not met

Comments:

4.3(7) Students develop and practice leadership skills through participation in professional organizations and through interactions with professionals from business, government, and the nonprofit sector.

Required Documentation:

- For the last three years, provide a brief description of the
 - professional organizations available to students in the Unit;
 - leadership opportunities available for students;
 - activities;
 - data on membership in each of the student organizations.

Assessment: Criterion 4.3(7) _____met _____partially met _____not met

Comments:

4.3(8) Special attention is provided to the needs of diverse students (non-English speakers, limited resource, physically challenged, etc.) enrolled in the Unit program. These are consistent with institutional policies and include special admissions, tutorial service, supportive follow-up, and other strategies.

Required Documentation:

- Describe the support services available to students with diverse needs enrolled in the Unit.
- Confirm that Unit policies are consistent with institutional policies.

Assessment: Criterion 4.3(8) _____met _____partially met _____not met

Comments:

4.3(9) Unit policies and guidelines regarding student participation in institutional and Unit scholarships, honors programs, awards programs, employment opportunities, and student financial aid are made available to students.

Required Documentation:

- Provide a brief description of resources available to students in the Unit. (eg. scholarships; research, outreach, and technology grants; travel grants; honors and awards; employment and internship opportunities; and financial aid)
- Briefly address trends for the last 3 years.
- Using examples, describe how resources are made available to students and how students are encouraged to pursue opportunities related to resources above.

Assessment: Criterion 4.3(9) _____met _____partially met _____not met

Comments: