

- 2. Explain and critique the methods of inquiry of social science disciplines.
- 3. Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge.
- 4. Demonstrate, from a social science perspective, an understanding of the responsibilities of an informed and engaged citizen to the success of democratic society.

Assignments. Select **one** of the options below for assessment of one or more outcomes

The goal of assessment is to determine the degree to which students are able to demonstrate the knowledge, skills, or competencies stated in each of the Core Learning Outcomes. Moreover, the assessment is intended to provide **your department** information regarding patterns of student performance relative to the learning outcomes so **you** may identify opportunities for actions to improve student attainment of the Core Learning Outcomes. With that goal in mind, please identify below the student work products you plan to examine to allow you to best determine the degree to which students are achieving the learning outcomes and to assist you with learning improvement efforts.

Written assignment(s) that addresses/address outcome(s). Include outcome #, title and description for each assignment.

Outcome #: IW (content development) & MC (cultural self-awareness)

Title: Microaggressions

Description of assignment:

- 1. Watch YouTube video with Dr. Derald Sue describing microaggressions and what we can do to reduce our own impact as microaggressors. <https://youtu.be/BJL2POJsAS4> (4.5 min; link form Macmillan available in Ch 10 under “show Me More Activity”).

I should note this video does have a shameless plug for his 2 books which we may be able to edit out. However, he also describes microaggression clearly, gives great examples, and advises us on how we can reduce our transgressions by 1) being constantly vigilant, 2) experiencing the reality of a situation, 3) not being defensive, 4) being open to discussing your own role in perpetrating microaggression, and 5) being an ally.

- 2. Define “microaggression.”
- 3. Give an example of a situation in your own life, where you observed a microaggression against you or someone else.
- 4. Discuss cultural factors which you think contribute to why this microaggression occurred and how you might work with the individuals involved to remedy the situation and prevent future similar interactions.

Essay question(s). Provide the question(s) and outcome(s) below.

- 1. Outcome #: _____ Essay Question: _____
- 2. Outcome #: _____ Essay Question: _____
- 3. Outcome #: _____ Essay Question: _____

□ Pilot asynchronous written discussion that addresses outcome(s). Provide the outcome # and question(s).

1. Outcome #: _____ Discussion Question: _____
2. Outcome #: _____ Discussion Question: _____
3. Outcome #: _____ Discussion Question: _____

X Multiple Choice or T/F Marker questions – 3 to 4 questions per outcome. List the outcome and question numbers. A rubric is not used for Marker questions. “All the above” should not be used as the correct answer more than once. **Courses that are IW or SRV/SRVI must use written assignments for those attributes. Complete the benchmark: We expect 50 % of students to answer 75 % of the question(s) correctly.**

1. Outcome #: 1
 - a) Question: Tom read about a survey which showed that people who used Best toothpaste reported having fewer cavities than people who used Bolgate toothpaste. Can Tom conclude that using Best toothpaste will cause him to have fewer future cavities?
 - Yes. The results of the survey indicated that using Best toothpaste caused people to have fewer cavities.
 - **No. The study was not an experiment and therefore cannot make causal statements about the results.**
 - Yes, provided that Tom uses Best toothpaste for as long as those in the survey did.
 - No. Since everyone can respond differently to these toothpastes, Tom should use Best toothpaste himself to see if it results in fewer cavities.
 - b) Question: Leaving the grocery store one day, Paul enters a crowded parking lot and notices an elderly woman drop her groceries. Social psychologists use the bystander effect to describe human behavior in such a situation. According to this idea, Paul probably will _____.
 - **not offer assistance to the woman because of the presence of others and expectation that someone else will help**
 - offer help because he feels like it is his responsibility or duty to assist another person who is clearly in need
 - offer help to the woman as a result of the belief that the benefits of his kind act will outweigh the costs
 - offer help to the woman in order to enhance the way that observers perceive him
 - c) Question: As a college student, Tabitha often had her hair dyed different colors ranging from bright red to blue, and she regularly wore cut-off jean shorts and T-shirts with offensive slogans. Once she graduated and accepted a job at an engineering firm, she reconsidered her appearance and changed it to look more professional. This pressure to change was MOST likely due to changes in Tabitha's _____.
 - Fundamental situational attribution that engineers dress in boring clothes.
 - Implicit attitude about employment and appearances.
 - **social role and the expectations that come with it.**
 - Obedience of authority and need to conform because of high self-esteem.
 - d) Question: Which of the following psychological processes could help to account for why many people are inclined to believe false news stories?
 - **Selective attention, confirmation bias, and groupthink**
 - Perceptual constancy, Gestalt grouping principles, and sensory adaptation
 - Type 2 thinking, divergent thinking, and the durability bias
 - Social exchange theory, dynamic sizing, and drive-reduction theory
2. Outcome #: 2

- a) Question: _ Dr. Stein conducts an experiment to determine whether listening to country music will cause participants to like it more. She assigns half of her participants to a condition in which they listen to country music while the other half listen to no music at all. Those assigned to listen to country music are in the:
- **experimental group**
 - control group
 - test group
 - placebo group
-
- b) Question: _ Dr. Wessner wishes to better understand how young children communicate with each other when they are on the playground during school recess. If he is not attempting to manipulate or control any variables, then it would appear that Dr. Wessner is conducting what type of research?
- a case study
 - **naturalistic observation**
 - a quasi-experiment
 - survey research
-
- c) Question: _Dr. Jones observes that students who experience higher levels of stress display shorter attention spans. Dr. Jones can conclude that a _____ exists between students' stress levels and their attention spans.
- causal relationship
 - positive correlation
 - **negative correlation**
 - bidirectional relationship
-
- d) Question: _ Dr. Su is conducting a study on a new antidepressant. Half of the participants are given the new drug and the other half are given a placebo (i.e., a sugar pill). The participants are not told which treatment they receive, and neither are the nurses handing out the pills. Dr. Su is using a _____ procedure.
- quasi-experimental
 - random sampling
 - **double blind**
 - limited exposure

3. Outcome #: 3

- a) Question: _ Before administering a survey, Dr. Johnson first tells Anne that she will be asked to respond to various questions about her childhood experiences. Dr. Johnson goes on to say that some of these questions might cause participants to recall rather painful incidents from the past. By asking participants like Anne to formally agree to participate, Dr. Johnson is:
- debriefing participants
 - **enabling participants to provide informed consent**
 - eliminating pre-existing differences
 - protecting participants confidentiality
-
- b) Question: _ Milgram's experiment would be considered unethical today because _____
- **of the emotional distress to participants**
 - there was administration of electrical shocks for incorrect answers
 - the research was associated with the Holocaust
 - the participants did not receive a post-experiment debriefing
-
- c) Question: _ Which statement about the ethical implications of the "Little Albert study" is TRUE?
- The methods used would most likely be approved by ethics boards today.

	Mastery 4	Partial Mastery 3	Progressing 2	Benchmark 1
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/ he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/ he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/ he uses.
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.

	Mastery 4	Partial Mastery 3	Progressing 2	Benchmark 1
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.

B. Integrated Writing Rubric (if applicable) If this is an IW course, you will use the items on this page. You may select one or more of them. Please highlight in yellow.

Benchmark for Rubric **>= 3 Partial Mastery**

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

C. Multicultural Competence Rubric (if applicable) If this is an MC course, you will use the items on this page. You may select one or more of them.

Benchmark for Rubric >= 3 Partial Mastery

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Cultural self- awareness	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge of cultural worldview frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Empathy	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Verbal and nonverbal communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Curiosity	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Openness	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

D. Service Learning Rubric (if applicable) If this is a SRV/SRVI course, you will use this section. You may select one or more of them.

Benchmark for Rubric NA

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Demonstrate understanding of how course content relates to a community problem.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Demonstrate ability to apply course learning content in a community project.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Demonstrate skills required to engage in an informed and respectful way with members of a community.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).

Submit the entire form to the Pilot Assessment Plan Drop Box located in the Course: Element 5 Core Course Assessment 2021-2022 – located in Continuous Year.

SECTION 4: ASSESSMENT REPORT DUE October 1, 2022

A separate report needs to be submitted for each assessment plan approved by the Undergraduate Core Oversight Committee (UCOC).

*Please upload this entire document to the Pilot course called **Element 5 Core Course Assessment 2020-21 (continuous year)** by **Friday, October 1, 2022**. The **Final Report Dropbox** link can be accessed via **Content > Dropbox (Plans, Reports) > Final Report Dropbox**.*

Date Report Submitted:

Element: Core Element 5 – Social Science

Academic Year: 2021-2022

Course and Sections Assessed:

Describe the final assessment plan that was implemented and explain any changes made to the approved plan.

I. Core Learning Outcomes Assessed (list):

Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns.

Explain and critique the methods of inquiry of social science disciplines.

Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge.

II. Procedures Used for Assessment

For **each** learning outcome addressed by this report, state where and when data were collected (in a course, exam, or performance) and how they were evaluated (e.g. rubric, rating scale, key questions from exams, etc.). Specify the course or courses where students demonstrated the outcomes (if applicable) and the assignment(s) that you used for assessment purposes (e.g., capstone project, final examination, research paper, student presentation, performance, portfolio, etc.).

Knowledge: Data collected in class during Fall/Spring in the form of quizzes in the Psy 1010 course sections at Main campus. We identified correct answers for each question. 4 marker questions.

Methods of inquiry: Data collected in class during Fall/Spring in the form of quizzes in the Psy 1010 course sections at Main campus. We identified correct answers for each question. 4 marker questions.

Ethical issues: Data collected in class during Fall/Spring in the form of quizzes in the Psy 1010 course sections at Main campus. We identified correct answers for each question. 3 marker questions.

IW (Content development): Writing prompt on microaggressions: Data collected in class during Fall/Spring in the form of written responses submitted through Pilot. GTAs for Psy 1010 lab sections assessed the written submissions using the content development item from the IW rubric. Our benchmark was ≥ 3 partial mastery.

MC (Cultural self-awareness): Writing prompt on microaggressions: Data collected in class during Fall/Spring in the form of written responses submitted through Pilot. GTAs for Psy 1010 lab sections assessed the written submission using the cultural self-awareness item from the MC rubric. Our benchmark was ≥ 3 partial mastery.

III. Summary of Assessment Results:

What did you find from your assessments? (Present and analyze the results from the Aqua system analysis by Vice Provost Tammy Kahrig and/or your departmental review of marker questions.) What did your data reveal about how well students are achieving the Core Learning Outcomes that you listed above? After analyzing your data, present a summary of the data, clearly indicating what any numbers represent (e.g. percentages? means? medians?). Please number each corresponding assessment, summary, and analysis.

Outcome #1, #2, and #3: Knowledge, methods of inquiry, ethical issues:

Benchmark Met Yes or No

Benchmark was 50% of students would score $\geq .75$. It was difficult to collect data in this way. Instead, we calculated the average score across the marker questions for all students responding. Across 100% of the 179 students responding, the average score was 87.5%.

IW (content development):

Benchmark Met Yes or No

Our benchmark was ≥ 3 partial mastery. We calculated the average score on this rubric item for all students responding. Across 100% of the 179 students responding, the average score was 3.86.

MC (cultural self-awareness):

Benchmark Met Yes or No

Our benchmark was ≥ 3 partial mastery. We calculated the average score on this rubric item for all students responding. Across 100% of the 179 students responding, the average score was 2.83. Thus, we did NOT meet the benchmark.

If not met, please identify conditions (if any) that may have impacted these findings.

Students in this course were not as culturally self-aware as we had hoped. We have room for improvement in the content addressed in this course as it relates to cultural awareness.

IV. ACTIONS TAKEN/PLANNED TO IMPROVE STUDENT LEARNING IN THE CORE

Describe how you shared the results with instructors of the courses, the department curriculum committee and chair, Lake campus, and other stakeholders. Explain briefly how department faculty will make improvements based upon the assessment findings (e.g. plans to gather more information; recommending changes to the learning outcomes or assessment procedures; changes in course content, instructional approaches, technology, order of course offerings, materials, resources, assignments, policies, funding, advising, planning, training for adjuncts, etc.).

The course instructors at the Main campus are aware of these results. The department curriculum committee (UCDC) is aware of these results. We need to improve our involvement of Psy 1010 instructors at the Lake campus to obtain their participation in this process in subsequent years. We have begun discussions with our UG program director, UCDC, and Psy 1010 course instructors at the main and Lake campuses to address how instruction might be improved to better address our identified outcomes in subsequent years and to better ensure the participation of Lake campus instructors. Also, we need to ensure that graders, i.e., GTA graders, of learning outcome content (i.e., application of rubrics) are not grading their own students' submissions, i.e., are grading submissions from students NOT in the lab sections they instruct. We do like having GTAs accomplish the grading rather than overloading one or a few BUFMS with this task. We expect to formulate specific plans over Summer 2023.

V. Assessment Administration Feedback

The assessment of the courses was part of the Core assessment cycle. The assessment plan was reviewed and approved by the UCOC. The UCOC provided a presentation on tools available to assist with the assessment, including Watermark Aqua.

Please describe any changes you recommend about the oversight of the assessment process by the UCOC and the Academic Affairs office.

The next section is for the University Core Oversight Committee (UCOC) Review only.

UCOC Review

Item	Complete/NA	Revision Requested	Comments
Learning Outcomes for Global Traditions			
Rubric for LOs			
Rubric for MC Attribute			
Rubric for IW Attribute			
Rubric for SRV/SRVI Attribute			
Assigned Departmental Reviewers			

Committee Review Completed

Committee Chair Signature _____ Date _____

Second Review (if revision requested)

Item	Complete/NA	Revision Requested	Comments
Learning Outcomes for Global Traditions			
Rubric for LOs			
Rubric for MC Attribute			
Rubric for IW Attribute			
Rubric for SRV/SRVI Attribute			

Assigned Departmental Reviewers			
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Committee Review Completed

Committee Chair Signature _____ Date _____