



**Textiles and Apparel Programs Accreditation Commission
(TAPAC)**

Accreditation Self-Study Report Guide

Approved June 26, 2023

Format of the Self-Study Report

A. Cover Sheet

The cover sheet includes the date of submission of the report, the name of the program, the name and address of the institution in which the program is located, and a notation that the report is in support of an application for accreditation or reaffirmation of accreditation. An example of a cover sheet is given below:

Self-Study Report

Presented for the consideration of the
Textiles and Apparel Program Accreditation Commission

by

"Program"

at

"University"

Street Address

City, State, Country, Zip Code

The data submitted are certified to be correct to the best of my knowledge and
belief:

Name & Title of Reporting Officer	Date
Name & Title of Dean or Unit Administrator	Date
Name & Title of Provost or Chief Administrative Officer	Date

B. Executive Summary

A suggested two-page Executive Summary of the Self-Study Report should include an overview of strengths and weaknesses of the program regarding the standards.

C. Body of Self-Study Report

It is important to explain what supportive materials are included and how they support the standards. It is also important to include in the narrative how institutional policies that govern the program might prevent compliance with certain TAPAC standards.

The body of the report constitutes a thorough and thoughtful self-evaluation of the program in terms of the TAPAC standards and how they are currently met. The responses for each standard or component are developed in three clearly-labeled parts: (a) succinct narratives of how each component of the standard or component is met; (b) documentation and supporting evidence in response to each standard or component with links to relevant on-line material and call-outs to documents in appendices; and (c) self-assessment of strengths and weaknesses, and a plan of action for maintaining strengths, continually improving the program, and addressing identified weaknesses.

- a) Narrative. Provide an accurate summary of the present state of the program with respect to the standard or component. In some cases, this may be a statement verifying that the standard or component has been met; in other cases, a more detailed explanation will be required, as noted. If applicable include a statement explaining how instructional policies that govern the program might prevent compliance with certain TAPAC standards.
- b) Evidence of Compliance. For each standard or component, provide documentation, as noted, that supports the narrative. In some cases, this will be completion of a table; in others it may be memos, floorplans, or policies. Documentation is to be uploaded as a PDF into the appendix for each standard. In addition, supporting evidence shall be provided to enable the accreditation review visit team and the TAPAC Board of Commissioners to ascertain whether each standard component has been met.
- c) Self-assessment/Plan of Action. Based on the supporting evidence, strengths and weaknesses shall be identified for each standard. If there is evidence that a program currently does not fully meet a standard, then a plan of action should be included to improve compliance in the respective area.

Sufficient information should be provided to help the visiting accreditation review team and the Board of Commissioners decide whether the proposed plan (e.g., changes in processes and/or policies) will lead to improvements in meeting the standard. Projections should be realistic and specific and clearly demonstrate the program's commitment to the development of processes or policies in the areas where standards are not currently being met.

D. Appendices

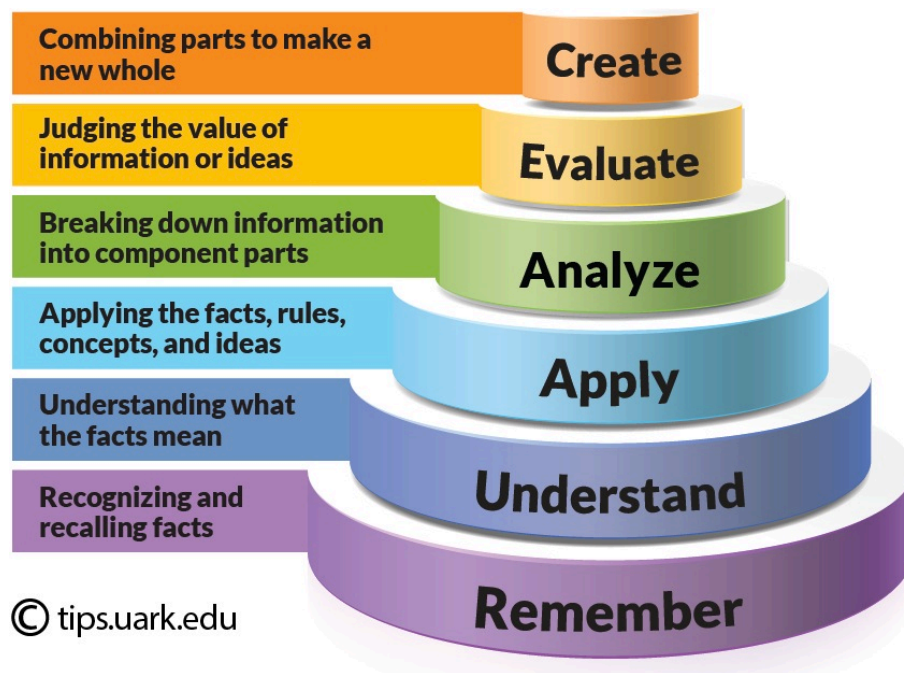
Include documentation (saved as a PDF) as requested in a folder clearly labeled for each standard (e.g., Appendix Standard 1.01, Appendix Standard 1.02, Appendix Standard 2.01, Appendix Standard 2.02, etc.).

Glossary

Academic Unit refers to the structural organization in which the program is housed. For example, if the program is housed in a department in a college, the academic unit would be the department. Or if the program is housed in a division in a school the division would be the academic unit.

Bloom's Taxonomy is a hierarchical model and classification system used to define and distinguish different levels of human cognition, such as thinking, learning, and understanding. The Bloom's levels correspond to the following numbers to be used in tables in Standard 7 appendices:

- 1 = Remember
- 2 = Understand
- 3 = Apply
- 4 = Analyze
- 5 = Evaluate
- 6 = Create



Other verb choices, consistent with the six Bloom's Taxonomy verbs listed above can also be used for assessment of student learning outcomes.

BLOOM'S TAXONOMY ACTIONABLE VERBS



Capstone refers to a senior-level class that is designed to be the last class in the program of study. In most cases, there will be several pre-requisite courses that will ensure that the class is taken after the successful conclusion of a good deal of foundational material.

FTE (Full Time Equivalent) assigned to teaching includes full-time and part-time faculty based on what portion each faculty member teaches of a full-time teaching load as defined by your university. For example, many universities define a full teaching load as 12 credit hours per semester, 24 credit hours per academic year. Tenure-track and tenured faculty members often have release time from teaching for research. If such a faculty member teaches 6 credit hours per semester/12 credit hours per academic year, then they contribute 0.5 FTE to teaching. Faculty may have release time for other purposes and the amount of release time may vary from year to year, but in any given year, there should be a total of 2.0 FTE assigned to teaching. If a part-time faculty member teaches 3 credit hours per semester, they would contribute 0.25 FTE.

Laddering or Scaffolding refers to progression from lower to higher level expectations regarding learning, as outlined in the Bloom's Taxonomy structure.

Program refers to the specific plan(s) of study that are under consideration for TAPAC accreditation. For example, if you have a merchandising degree or concentration/track/emphasis/option area in a traditional family and consumer science department, the program would encompass the resources for the merchandising curriculum, including the merchandising student body, physical space devoted to and used by the merchandising faculty/staff/students, merchandising faculty, and staff devoted to or used by the merchandising program. Similarly, if the unit is putting forward multiple plans of study (i.e. merchandising and fashion design), all of the

resources for both plans would be combined and considered the “program,” even though elements of both programs should be separated for purposes of review as explained in the individual standards described in this document.

It is entirely possible that there are programs in your academic unit that would not be considered for TAPAC consideration. For example, if you have both fashion design and interior design in a department, you would probably not be putting forward interior design for TAPAC accreditation. This is an example where the “department” and the “program” do not mean the same thing in the context of TAPAC accreditation. The “academic unit” would be the department that houses interior design, but the “program” would be just the curricula you are submitting for TAPAC accreditation.

Program Coordinator refers to the person who possesses appropriate academic credentials and sufficient experience to represent the program (rank of associate or full professor recommended). This person may have the designation of “program director,” “program chair,” “department chair,” or “program coordinator,” etc. This person may or may not be a unit administrator, but will have specific responsibility for the program.

Program-Specific Content refers to courses that are aligned with the program (as defined above) under consideration for TAPAC accreditation. If you are submitting more than one plan of study, program specific content should be delineated for each of the plans of study under consideration.

Courses that will be included are those that are required for the degree and under the control of your academic unit (as defined above). These include:

- Courses taught in your academic unit that are required of every student for the degree.
- Groups of elective courses taught in your academic unit that meet specific criteria in Standard 7. For example, if students must select one of three courses that will meet a specific standard, each of the three courses must meet the same standard in a way that allows a common conclusion. In this example, only one course from the group needs to be assessed in Standard 7.01.

Courses taught in other academic units may be considered Program-Specific Content if these criteria are met:

- The courses contain learning objectives that are directly relevant to the curricular expectations defined in Standard 7.

- Assessment of Student Learning Outcomes for the course are included in response to Standard 7 in this accreditation document, if not annually, on a rotation basis that assures the course is assessed before accreditation application or renewal.
- Program has meaningful input into adjustment of course objectives when adjustments need to be made, per assessment outcomes.
- The course cannot be considered part of program specific content if it is only providing a foundation for study in textiles and apparel. For example, a basic chemistry course provides foundational information for textiles courses, but typically does not include sufficient program-specific content to be considered as meeting these criteria.

It will be very difficult to include faculty and resources from other Academic Units in this application for accreditation. You are advised to discuss any ideas about this with the Executive Director prior to or early in the development of your proposal.

Program Strategic Plan refers to the set of goals and plans that have been developed specific to the program(s) under review. It is expected that these goals and plans are aligned with the strategic plans of the university and the college/school/department within which the program resides. The program strategic plan should provide clear direction to guide the future of the program in terms of curriculum, student progress, and faculty development.

Stretch Goals refers to the program's plans for continuous evaluation and improvement.

Student Learning Outcomes are statements used to assess learning that are measurable and observable. They indicate what students should be able to demonstrate upon completion of an activity, course, or program.

Target/Benchmark is the designated level on an evaluation tool/rubric that indicates a learning outcome goal.

Track or Concentration refers to a designated specialized group of courses that comprise an emphasis available for students majoring in that discipline.

1.0 General Criteria

Programs applying for TAPAC accreditation must initially demonstrate that they satisfy each of the requirements listed below. These requirements define eligibility for the TAPAC review process and remain part of the eligibility criteria throughout the accreditation period. Thus, institutions should note that upon notification of a deficiency in the Standard 1.0 series, the Commission may withdraw accreditation at any time.

The program:

- 1.01** Offers postsecondary educational instruction leading to a minimum 120-hour (or 180 quarter hour) baccalaureate degree in the textile and apparel-related field. Courses in the curriculum should be offered in such a manner that students can complete the program requirements within four years for baccalaureate degrees.

Narrative: Identify the name(s) of the program(s) being reviewed for accreditation.

Evidence of Compliance: Direct link(s) to the catalog page(s) and PDF in the appendix for Standard 1 describing the baccalaureate degree with description(s) of program(s).

- 1.02** Shall have institutional approval for courses offered.

Narrative: Explain the prefixes associated with courses being offered within the relevant program(s) being reviewed.

Evidence of Compliance: Direct link(s) to the catalog page(s) and PDF in the appendix for Standard 1 listing the course descriptions for the relevant program(s) and degree(s) being reviewed.

- 1.03** Has operated continuously for at least five (5) years by the time of review.

Narrative: Brief historical description of the program.

Evidence of Compliance: Catalogue evidence of the program's existence for at least five years prior.

1.04 Makes publicly available a description of the program and related activities, policies, and procedures.

Narrative: Describe the outlets for providing this information to all interested parties.

Evidence of Compliance: Direct link(s) to and PDFs of relevant program information in the appendix for Standard 1.

Standard 1 Strengths:

Standard 1 Weaknesses:

Standard 1 Plan of Action (for maintaining strengths, continually improving the program, and addressing identified weaknesses):

2.0 Mission, Vision, Values, and Strategic Planning

2.01 The academic unit shall have the following written documents, available on the program website, that are consistent with the institution and with the textile and apparel field.

2.01.01 The mission, vision, and values statement of the program, as it aligns with the institutional mission, vision, and values.

Narrative: State the mission statement of the program, the college or school if applicable, and the institution. Discuss how the program's mission statement aligns with the institutional mission, vision, and values.

Evidence of Compliance: Supply direct links to the program's, college's or school's, and institution's mission, vision, and value statements as applicable (and PDF in appendix for Standard 2).

2.01.02 Program goals that support the mission, vision, and values of the academic unit.

Narrative: State the program goals and explain how they support the mission, vision and values of the academic unit and curriculum development, and show clearly how program goals support institutional goals.

Evidence of Compliance: A link to the list of goals in the catalogue or on the website and PDF in appendix for Standard 2.

2.02 The program shall be guided by a strategic plan that is assessed regularly for progress and shall include: (a) measurable objectives, (b) evidence of the achievement of those objectives, (c) designation of primary person or organizational unit responsible for attainment of objectives, and (d) allocation of resources in support of the program's mission, vision, values, and goals.

Narrative: Discuss when and how the current program strategic plan was developed, including how it aligns with the institutional strategic plan. Discuss how and when the program strategic plan is implemented, assessed, and revised. Discuss objectives, evidence of achievement, and impact on the program.

Evidence of Compliance: Documentation of the strategic plan with progress noted in a link and/or in a PDF in the appendix for Standard 2.

Standard 2 Strengths:

Standard 2 Weaknesses:

Standard 2 Plan of Action (for maintaining strengths, continually improving the program, and addressing identified weaknesses):

3.0 Administration

Narrative: Provide an overview of the administrative/operating structure of the program(s).

3.01 The organizational structure and institutional policies in the academic unit where the program is housed demonstrate resources adequate for the program to succeed in its mission, vision, and values with respect to the following:

3.01.01 The program shall have adequate financial resources to meet mission, vision, values, and strategic plan, as well as contractual obligations.

Narrative: Describe the university budgeting process, how funds are allocated to the department including comparisons to other units in the college, and the percentage of department funding allocated to each program in the academic unit. Explain information provided in the Financial Profile. In addition, provide an assessment of the adequacy of financial resources assigned to the program(s), and anticipated needs for additional program support, personnel, capital outlay, facilities, etc. Describe any current significant financial challenges and/or opportunities that over the next five years might affect the program's ability to achieve its mission and strategic plan goals. Identify assumptions regarding enrollment trends, retention rates and expansion or consolidation of programs anticipated.

Evidence of Compliance: Completion of Table 3.01.01: Financial Profile for Program Under Review and provision of appropriate PDF documents to support the narrative in the appendix for Standard 3.

3.01.02 The program shall have a policy describing the implementation of personnel policies and procedures.

Narrative: Describe how personnel policies and procedures are implemented in the unit and the way these documents are made available. Include policies and procedures concerning workload assignments, promotion, tenure, annual review and evaluations, etc.

Evidence of Compliance: A link to policy and procedure document(s) and PDF(s) in appendix for Standard 3.

3.01.03 Hiring practices and retention policies shall promote diversity and a climate of inclusiveness.

Narrative: Describe efforts designed to promote diversity on campus and within the unit, as well as a compelling statement of compliance.

Evidence of Compliance: A link to pertinent document(s) and PDF(s) in appendix for Standard 3.

3.01.04 The program shall have a policy describing the development and implementation of academic policies and procedures.

Narrative: Describe how academic policies and procedures are developed and implemented within the program and institution. Include policies and procedures related to degree and curricular development.

Evidence of Compliance: A link to pertinent document(s) and PDF(s) in appendix for Standard 3.

3.01.05 The program has a designated leader (hereinafter referred to as the program coordinator), to manage (or have significant input into) all aspects of the program, including the organization, administration, and allocation of resources. If the program coordinator is not an administrator, the department chair will consult with the program coordinator to ensure all program standards are achieved.

Narrative:

1. Describe how the program coordinator's position and responsibilities align with those of program coordinators on campus.
2. Discuss the role of the program coordinator in continuous review, planning, development, and achievement of the program's goals and outcomes.
3. Describe the procedures used in recruiting, mentoring and evaluating instructional staff including oversight, administration, and coordination of the instructional staff in the academic aspects of the program.

Evidence of Compliance: PDF of position description that includes program coordinator responsibilities in the appendix for Standard 3

- 3.01.05.01** The program coordinator shall have enough time allotted in their load to perform the administrative functions required for TAPAC accreditation. The workload assignment for program coordination should be consistent with prevailing practices in the institution.

Narrative: Describe the way the program coordinator's workload incorporates time for program administration. Provide comparison with workload assignments for program coordinators on campus.

Evidence of Compliance: A PDF of any formal statement regarding release time or a faculty workload report or other similar documentation in the appendix for Standard 3.

- 3.01.05.02** The program coordinator shall possess a minimum of an earned master's degree in a program-relevant content area (e.g., merchandising, fashion design, consumer studies, etc.), be a full-time faculty member in the program, and have a minimum of three (3) years of relevant program-related professional experience.

Narrative: Identify the program coordinator and address how the program coordinator meets these qualifications.

Evidence of Compliance: Include a curriculum vita as PDF in the appendix for Standard 3.

- 3.02** Program faculty shall formally participate in setting policies that affect the program.

Narrative: Describe faculty participation in policy development and faculty governance within the program and academic unit.

Evidence of Compliance: Agendas and minutes for scheduled program faculty meetings, lists of committee assignments, or similar documentation, for prior three years, as PDF(s) the appendix for Standard 3.

3.03 The program shall consistently consult with relevant industry practitioners to affirm or influence the curriculum.

Narrative: Description of how industry practitioners are consulted in curriculum development and improvement. Describe recent activities or initiatives related to interactions with industry practitioners.

Evidence of Compliance: List names and positions of advisory personnel or advisory board members, and agenda/minutes of meetings with advisory board and/or industry executives, for prior three years, as PDF(s) in appendix for Standard 3.

Standard 3 Strengths:

Standard 3 Weaknesses:

Standard 3 Plan of Action (for maintaining strengths, continually improving the program, and addressing identified weaknesses):

4.0 Faculty

The program shall appoint sufficient faculty and staff with the necessary qualifications to meet the program's stated goals and outcomes and to meet student learning outcomes.

- 4.01** The program shall have instructors with competence and credentials in the subject matter for which they are responsible. The program shall have a minimum of two full-time faculty members assigned to the program with at least two FTEs assigned to teaching textile and apparel-related courses. Use FTE definition in Glossary. All teaching faculty shall hold a master's degree or higher, and a bachelor's degree or higher in apparel or textiles or a related field. Teaching faculty who do not hold a master's degree or higher shall meet the credentialing standard of the university's regional accrediting agency.

Narrative: Describe instructor's area(s) of expertise and qualifications to teach assigned courses. Describe the credentialing criteria for (a) faculty who do not have master's degree, and (b) faculty who do not hold academic credentials in the area related to their teaching assignment.

Evidence of Compliance: Include faculty CVs in the Standard 4 appendix.

- 4.02** The program shall have student-faculty ratios that are conducive to a strong learning environment. The recommended program ratio is 40:1 or less. The program should demonstrate that class size and space (for studio courses, lab courses, and lecture courses) are appropriate for achieving desired learning outcomes.

Narrative: Describe the annual student-faculty ratio in each program based on student FTEs and faculty FTEs for the prior three years. Provide compelling justifications that student-faculty ratios and class sizes (in terms of enrollment and classroom space) are appropriate for achieving desired learning outcomes. Note: Table 5.01 will document Student/Faculty Ratios. Discussion of space is an overview only and additional details will be addressed under Standard 6.02.

Evidence of Compliance: Provide student FTE and faculty FTE data (broken out by full-time, part-time, graduate student teachers of record), as well as the way FTE data has been calculated. Document how program student-faculty ratios compare to those of similar programs on campus.

- 4.03** Full-time faculty members with appointments in the program shall instruct at least 60% of the required program courses in each textile and apparel major/concentration offered.

Narrative: Verify that full-time faculty members are instructing at least 60% of the required courses in each of the majors/concentrations in the program. Include only courses taught by program faculty for the prior three years. Note if any faculty are temporary appointments and explain any short-term deviations from the standard.

Evidence of Compliance: Complete Table 4.03.

- 4.04** Professional development opportunities for faculty shall be sufficient to enable the program to accomplish its strategic plan and operate in a manner consistent with the program mission. Professional development activities should impact program quality, consistent with the missions of the institution and the academic unit.

Narrative: Describe professional development resources (e.g., teaching development workshops, grant writing seminars, manuscript preparation workshops, funding for travel to conferences, etc.) available to faculty. Include discussion of opportunities and participation by all instructional faculty, full-time and part-time.

Evidence of Compliance: List in tabular format professional development opportunities and faculty who have participated, for the prior two years in Standard 4 Appendix.

- 4.05** Faculty workload policy shall be consistent with those applied to other academic units in the college, and sufficient to enable the program to support the goals and mission of the program and operate in a manner consistent with its values.

Narrative: Discussion of faculty workload for each full-time faculty member in the program and comparison of faculty workload in other comparable academic units in the college.

Evidence of Compliance: Provide documentation in a PDF format or links to the workload policies on the website for the program and other comparable academic units in the college in appendix for Standard 4. Completion of Table 4.05.

- 4.06** Policies regarding salary, promotion and tenure, sabbatical leave, leave of absence, and financial support shall be consistent within the unit and with other academic units in the university and sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

Narrative: Describe the policies in place to assess salary equity within the program, unit, college, university, and discipline across the nation. Describe the way the promotion and tenure policy is applied in the program or department. Describe how and when sabbatical leave and leave of absence are made available to program faculty and the decision processes for awarding such leaves. Describe financial resources (e.g., start-up funds, named professorships, etc.) made available to program faculty and decision processes for such financial resources. This narrative should provide concise overviews rather than restatement of policies.

Evidence of Compliance: A link to the salary, promotion and tenure, sabbatical leave, leave of absence policies, and financial resources on the website and PDF or any other documentation as appropriate in appendix for Standard 4.

- 4.07** Faculty members will produce scholarship and engage in professional and university service appropriate to the program's mission, stage of their careers, and expectations of the university.

- 4.07.01** The program shall provide clear expectations regarding the quality, quantity, and frequency of scholarship output.

Narrative: Describe the research and scholarship expectations of program faculty. Explain how these expectations are communicated to faculty. If there is a process for reviewing/updating research and scholarship expectations, please describe.

Evidence of Compliance: A link to the program expectations and PDF or any other documentation as appropriate in appendix for Standard 4.

4.07.02 Discipline-based scholarship contributions should be aligned with the expectations of the faculty member's unit and relevant to the faculty member's field. Peer-reviewed publications and exhibition of juried creative design are considered scholarship contributions.

Narrative: List the faculty with a brief description of research and scholarship area, including a summary of their scholarship contributions for prior three years.

Evidence of Compliance: Include curriculum vitae as PDF(s) in appendix for Standard 4.

4.07.03 The program shall provide clear expectations regarding professional and university service.

Narrative: Describe the professional and university service expectations of the program faculty. Explain how these expectations are communicated to faculty. If there is a process for reviewing/updating professional and university service expectations, please describe.

Evidence of Compliance: A link to the program expectations and PDF of any other documentation as appropriate in appendix for Standard 4.

4.08 Good teaching is promoted and periodically assessed.

Narrative: Describe how teaching is assessed and how these data are utilized in faculty reviews. This might include some combination of student evaluations, peer evaluations, or other evaluation used regularly by the unit.

Evidence of Compliance: Provide the instruments used for assessment of teaching as PDF(s) in appendix for Standard 4.

Standard 4 Strengths:

Standard 4 Weaknesses:

Standard 4 Plan of Action (for maintaining strengths, continually improving the program, and addressing identified weaknesses):

5.0 Students

- 5.01** Written policies and procedures shall exist for admission, retention, and dismissal of students from the academic unit. If the academic unit does not have specific policies, provide documentation of the university policy.

Narrative: Describe the data presented in Table 5.01, in aggregate and by major and/or concentration. Address any trends that need explanation (e.g., anomalies, growth, decline).

Describe the policies and procedures for admission, retention, and dismissal of students. If the unit does not have a specific policy, reference the university policy which the unit utilizes. This can include any policies on selective admission for continuation in the program (e.g., portfolio review, minimum GPA).

Evidence of Compliance: Completion of Table 5.01: Student Profile. Direct link(s) to page(s) and PDF of policies and procedures for admission, retention, and dismissal of students from the academic unit, in appendix for Standard 5.

- 5.02** Student advising systems shall be effective, accessible to students, and continually improved through evaluation, and shall include:

5.02.01 Academic advising

Narrative: Description of academic advising process and resources available to students, including facilities, personnel, and documents. Explain how the academic advising process is continually improved through evaluation. Note if students are required to meet with their academic advisor, how frequently, and under what circumstances.

Evidence of Compliance: Direct link(s) to page(s) and PDF of degree planning documents, policies, and description of procedures for academic advisement of students in appendix for Standard 5.

5.02.02 Professional and career advising

Narrative: Description of professional and career advising processes and resources available to students, including facilities, personnel, and

documents. Explain how professional and career advising processes are continually improved through evaluation.

Evidence of Compliance: Documentation of relevant course content, relevant career fairs, services offered by the university career center, etc. Direct link(s) to page(s) and PDF of opportunities offered to students.

5.02.03 Internship advising (when offered for credit)

Narrative: Description of how internships fit into the program's curricula, i.e., whether required or optional. Explain the advising processes and resources available to students, including facilities, personnel, and documents for internships. Explain how internship advising processes are continually improved through evaluation.

Evidence of Compliance: Documentation of internship requirements, advising procedures and processes, and relevant course content, relevant internship fairs, services offered by the university career center, etc. Direct link(s) to page(s) and PDF of opportunities offered to students.

5.03 The program adheres to the university standards with regard to student diversity and a climate of inclusiveness through recruitment, admission, retention practices, and student support services.

Narrative: Include the university's policy on diversity and inclusiveness. Describe how the program complies with university standards regarding student diversity and climate of inclusiveness through recruitment and retention efforts, admissions practices, and student support services. Describe any (targeted) recruitment and retention efforts the program makes to enhance diversity of the student body.

Evidence of Compliance: Documentation of student recruitment efforts, admission and retention practices, and descriptions of relevant student services available to the program's students. Direct link(s) to page(s) and PDF of the university's policy on diversity and inclusiveness.

5.04 Student records shall be maintained in compliance with generally accepted confidentiality and retention of records practices.

Narrative: Explain how the program complies with university policies regarding confidentiality and retention of records.

Evidence of Compliance: Direct link(s) to page(s) and PDF of the university's policy on university and/or unit policy and practices for maintaining confidentiality and record retention and disposal.

- 5.05** The program shall provide opportunities for student involvement in professional organizations, activities of those organizations, and in professional service.

Narrative: Explain how the program provides opportunities and support for student involvement in professional, campus, local, and regional organizations, activities of those organizations, and in professional service.

Evidence of Compliance: Documentation of student participation in professional organization opportunities and activities, and description of organizations, organizational goals, and activities in which students have participated in the prior three years, if possible, as PDF(s) in appendix for Standard 5.

- 5.06** The program will adhere to university policy regarding procedures for student grade appeals.

Narrative: Explain how the program adheres to university policy regarding procedures for student grade appeals.

Evidence of Compliance: Documentation of the grade appeal policy and procedure for handling grade appeals. Direct link(s) to page(s) and PDF of university's policies regarding procedures for student grade appeals.

Standard 5 Strengths:

Standard 5 Weaknesses:

Standard 5 Plan of Action (for maintaining strengths, continually improving, and addressing identified weaknesses):

6.0 Facilities and Equipment

Classrooms, laboratories, computer facilities, equipment, specialized equipment space, offices, and other instructional resources used by students, faculty, administration, and staff are adequate for high quality operations, support the mission and goals of the program, and undergo continuous improvement.

For standards 6.02-6.07, one large chart or floorplan that identifies (via color coding or other identification) classrooms, labs, faculty offices, administrative offices, research assistant offices, study spaces, and meeting spaces that can be used and placed as PDF in appendix for Standard 6.

- 6.01** The program facilities shall comply with the university's requirements for accommodation under the Americans with Disabilities Act (ADA) and the amendments to the Act.

Narrative: Description of how the program complies with the university's requirements for accommodation under the Americans with Disabilities Act (ADA) and the amendments to the Act.

Evidence of Compliance: Direct link(s) to page(s) and PDF of university's statement of compliance with current ADA requirements.

- 6.02** Classroom and lab space, equipment, and technology are adequate for the stated program mission and goals and for the number of students enrolled in the program courses.

Narrative:

1. Description of classroom and lab space, equipment, and technology allocations and adequacy, broken down by program/concentration as applicable.
2. Brief description of maintenance and enhancement plans utilized for class-related equipment and space for future direction, including the program's technology plan.
3. Description of trends in resources available to the program regarding class-related facilities.
4. Description of access to facilities and equipment for faculty and instructional personnel for course preparation, instructional delivery, and project evaluation.

5. Description of access to facilities and equipment for faculty and relevant assistants for scholarly activities.

Evidence of Compliance: Chart and/or floor plans (scale drawing) that identify the space available to the program by purpose (e.g., classrooms, laboratories, computer facilities, specialized equipment space, offices, research space, common space for student use, and other instructional resources utilized by students, faculty, and staff), by program/concentration, and by campus location for course delivery. Complete Table 6.02 detailing the specific equipment available to faculty and students. If faculty research space is not lab or equipment dependent, this standard can be combined with 6.03.

- 6.03 Faculty members have properly located and equipped faculty offices of sufficient size and quality to adequately address privacy and confidentiality issues, and are of a sufficient number and size to meet the program's mission and goals.

Narrative: Description of faculty offices and verification they are properly located and equipped faculty offices of sufficient size and quality to adequately address privacy and confidentiality issues, and are of a sufficient number and size to meet the program's mission and goals. Discuss equity and allocation of office space across all academic units in the college. Provide information about trends in space resources available to the program regarding faculty office space.

Evidence of Compliance: Include a chart and/or floor plan(s) that identify(ies) the office space(s) available for each faculty member.

- 6.04 Faculty members and other instructional personnel have access to appropriate facilities and equipment for course preparation, instructional delivery, and project evaluation.

Narrative: Description of facilities, equipment, software, and trends in resources available to faculty members and other instructional personnel for course preparation, instructional delivery, and project evaluation.

Evidence of Compliance: Chart and/or floor plan that identifies the facilities, equipment, and software available to faculty and other instructional personnel for course preparation, instructional delivery, and project evaluation.

- 6.05** Faculty members and relevant research assistants will have access to appropriate facilities and equipment for research activities, per program mission and goals.

Narrative: Description of facilities and equipment (including technology and software) available to faculty and relevant research assistants for research and other scholarly activities. Include a discussion of adequacy and appropriateness of facilities and equipment in meeting program mission and goals, as well as trends in resources available to the program regarding faculty research.

Evidence of Compliance: Include a chart and/or floor plan(s) that identify the space and equipment available to faculty for research and other scholarly activities. See Table 6.02 detailing specific equipment available to faculty and students. If faculty research space is not lab or equipment dependent, this standard can be combined with 6.03.

- 6.06** Faculty members and other administrative personnel will have access to appropriate facilities and equipment to conduct meetings and perform administrative tasks, including but not limited to adequate conference rooms for faculty use.

Narrative: Description of facilities and equipment available to faculty and other administrative personnel for meetings and performing administrative tasks. Discuss the adequacy and appropriateness of the facilities and equipment available for meetings and administrative tasks, as well as trends in resources available.

Evidence of Compliance: Chart and/or floor plan that identifies the space available to faculty to conduct meetings and perform administrative tasks, as well as trends in space resources available to the program regarding faculty office space.

- 6.07** The program provides study areas for students and meeting space for student organizations.

Narrative: Description of space provided for study areas and meeting space for student organizations. Include a discussion about after-hour access and

provisions made to ensure student safety and security. Discuss the adequacy and appropriateness of these spaces.

Evidence of Compliance: Chart and/or floor plan that identifies the space available for study areas and meeting space, and documentation of the adequacy of these areas. Include the policies and procedures for student access and use of these facilities.

- 6.08** The program's physical resources and facilities are equitably available for daytime, evening, and distance sessions and are located so that each student or group of students has access to them. If off campus facilities are used for programmatic instruction, describe the contractual obligations involved in retaining the use of these facilities.

Narrative: Describe the availability of the program's physical resources and facilities for daytime, evening, and distance sessions. Discuss the adequacy, appropriateness, and equity of these resources and facilities. If off campus facilities are used for programmatic instruction, describe the contractual obligations involved in retaining the use of these facilities.

Evidence of Compliance: Documentation of policies and procedures for assignment of instructional space by program, college, and university (i.e., explain how the program requests and receives access to space for programmatic instruction) as PDF in the appendix for Standard 6.

- 6.09** Appropriate learning resources and facilities (e.g., libraries, writing centers, student support services) are available to support the program's teaching, research and outreach mission.

Narrative: Describe the learning resources and facilities available that support the program's teaching, research, and outreach mission. Discuss the adequacy, appropriateness, and equity of these resources and facilities, including library holdings, databases, etc.

Evidence of Compliance: A list of resources and facilities (e.g., libraries, writing centers, student support services) available to support the program's teaching, research and outreach mission. Include availability and hours of operation.

Standard 6 Strengths:

Standard 6 Weaknesses:

Standard 6 Plan of Action (for maintaining strengths, continually improving, and addressing identified weaknesses):

7.0 Curriculum Standards and Learning Outcomes

The learning outcomes presented in this set of standards are designed to elicit evidence of relevant student learning outcomes in textile and apparel curricula. The program learning outcomes should reflect the major areas of foundational curricula as outlined in the Meta Goals adopted by ITAA in 2021 (See Appendix A). Given the diversity of programs in the textile and apparel fields, it is incumbent upon the program to determine the **Student Learning Outcomes** of the program(s) and the body of knowledge applicable to the major areas of the foundational curricula. The body of knowledge and resultant learning outcomes should reflect the current pertinent and projected needs of relevant industry and university priorities.

- 7.01** Given the specialized nature of textile and apparel programs, it is expected that at least 40% of the required 120 hours for four-year degree programs, are program content specific per track/concentration (i.e. fashion design, merchandising, etc.).

Narrative: Executive summary of program (and tracks/concentrations offered, if applicable) which includes connection with the mission, vision and values statements, program objectives strengths and the program's approach to teaching/learning. If there are multiple tracks (e.g., fashion design, merchandising, etc.), prepare a separate summary for each track.

Indicate what courses are content specific to textiles and apparel. Only courses that are content specific to textiles and apparel can be used to meet the 40% requirement. If you are utilizing courses outside the program to meet the 40% requirement, justification must be provided. For example, a business course on retail management could be justified if you provide evidence there is content related to textiles and/or apparel.

Evidence of Compliance: Completion of Table 7.01a: Program Specific Credit Hours. Provide PDFs and website links of program requirements for programs under review.

- 7.02** The program shall demonstrate a commitment to relevance to the industry through continuous improvement via data from assessment of Standard 7 student learning outcomes. Students graduating from textile and apparel programs shall be able to demonstrate achievement of the learning outcomes

pertinent to their degree plan (i.e. design, merchandising, etc.). See Glossary for Program and Program-Specific Content definitions.

7.02.01 The curriculum provides students with sufficient opportunity to achieve learning outcomes in **Core Knowledge Content** (ITAA Meta Goal 1, Categories 1-3) that are pertinent to the program-level learning objectives. This standard has multiple components each of which should be addressed with learning outcome statements developed by the program faculty, as appropriate to the program curricula.

Narrative: Provide a clear discussion of how the program addresses the ITAA Meta Goals and at what level of Bloom’s Taxonomy. A curriculum map should show all required program courses for each major or concentration and the level of Bloom’s Taxonomy to be achieved for the assessed components of the 2021 ITAA Meta Goals.

To retain consistency in the assessment data, use the 2021 version of Bloom’s Taxonomy (see Glossary for further explanation of these Bloom’s Taxonomy levels) with the following defined levels or laddering:

1. Remember
2. Understand
3. Apply
4. Analyze
5. Evaluate
6. Create

Assessed learning outcomes should be evaluated for balance within Bloom’s Taxonomy levels including laddering throughout the program(s) being evaluated. It is expected that all the selected Meta Goals (see Tables 7-A, 7-B and 7-C) are represented in the program at least at the 1) Remember, 2) Understand, or 3) Apply levels. The curricular strengths and areas of emphasis that were identified in Standard 7.01: Executive Summary should demonstrate higher level learning outcomes of 4) Analyze, 5) Evaluate, and/or 6) Create. Assessed learning outcomes should **contain a benchmark for achievement** and be analyzed for program improvement. However, only the assessment data for the course objectives with the highest level of Bloom’s Taxonomy for the ITAA meta goal addressed need to be reported in Standard 7.02.

Given that many of the components of the ITAA Meta Goals contain multiple content areas, Tables 7-A, 7-B and 7-C provide guidance for developing learning outcomes and reporting the assessment data. The assessment content should be developed into learning outcomes appropriate to the program strengths and areas of emphasis. Each learning outcome shall have an appropriate verb for the intended Bloom’s Taxonomy level and verbiage contained in the TAPAC Assessment Content.

Table 7-A. TAPAC Assessment Content Category 1: Textile and Apparel Product Knowledge

TAPAC Assessment Content for Meta Goal 1, Category 1 Components	Learning Outcome <u>Examples</u>
<p><i>This Meta Goal 1, Category 1 contains nine (9) components. It is expected that at least five (5) of the components will be assessed for each program under review.</i></p>	<p><i>Insert the appropriate Bloom’s taxonomy verb in the learning outcomes your program develops.</i></p>
<p>1. Textile materials and structures used in apparel and other soft goods.</p>	<p>Students will be able to (<i>verb</i>) performance by fiber, yarn, fabric, and finish characteristics.</p> <p>Students will be able to (<i>verb</i>) textile components that are most appropriate according to product and intended end use.</p>
<p>2. Socio-cultural, psychological, economic, political, and technological factors in the development of textile and apparel products through history and across cultures.</p> <p><i>If you are assessing this component, then choose at least one of the following:</i></p> <ul style="list-style-type: none"> a) Socio-cultural and/or psychological factors in the development of textile and apparel products through history and/or across cultures. b) Economic and/or political factors in the development of the textile and apparel industry history and/or across cultures. 	<p>Students will be able to (<i>verb</i>) the socio-cultural and psychological factors in the development of fashion in the framework of time-period and culture.</p> <p>Students will be able to (<i>verb</i>) issues of dress and human behavior across local and global contexts during times of significant economic and political events.</p>

<p>c) Technological factors in the development of textile and apparel products through history and/or across cultures.</p>	<p>Students will be able to (<i>verb</i>) technological factors in the development of textile and apparel products.</p>
<p>3. Significance of textile and apparel products in the global consumer market.</p>	<p>Students will be able to (<i>verb</i>) the diversity of the global consumer market.</p>
<p>4. Categories and functions of apparel and other soft goods.</p>	<p>Students will be able to (<i>verb</i>) the categories and functions of apparel and/or textile products.</p>
<p>5. Product quality, performance, technical specifications, and regulatory compliance standards.</p> <p><i>If you are assessing this component, then choose at least one of the following:</i></p> <p>a) Product quality, performance standards, and regulatory compliance standards.</p> <p>b) Product technical specifications.</p>	<p>Students will be able to (<i>verb</i>) product quality, performance, and regulatory compliance standards for textiles and apparel.</p> <p>Students will be able to (<i>verb</i>) technical specifications for textile and/or apparel products.</p>
<p>6. Elements and principles of design as applied to textile and apparel products, merchandising and marketing of those products.</p>	<p>Students will be able to (<i>verb</i>) elements and principles of design, as applied to textile and apparel products.</p>
<p>7. Product development process and innovation in textile and apparel products.</p>	<p>Students will be able to (<i>verb</i>) innovative product solutions to meet market needs.</p>
<p>8. Forecasting product trends and innovations.</p>	<p>Students will be able to (<i>verb</i>) a trend forecast based on technological, environmental, and market developments.</p>
<p>9. Sustainability of textile and apparel products from concept to end-of-life.</p>	<p>Students will be able to (<i>verb</i>) sustainability issues inherent in the textiles and apparel lifecycle.</p>

Table 7-B. TAPAC Assessment Content Category 2: Industry and Business Knowledge

TAPAC Assessment Content for Meta Goal 1, Category 2 Components	Learning Outcome <u>Examples</u>
<p><i>This Meta Goal 1, Category 2 contains six (6) components. It is expected that at least three (3) of the components will be assessed for each of the programs under review.</i></p>	<p><i>Insert the appropriate Bloom’s taxonomy verb in the learning outcomes your program develops.</i></p>
<p>1. Roles, functions, and interdependence of various sectors within the global textile and apparel complex or supply chain.</p>	<p>Students will be able to (<i>verb</i>) the roles of industry sectors within the global textile and apparel supply chain.</p>
<p>2. Textile and apparel production processes.</p>	<p>Students will be able to (<i>verb</i>) textile and apparel production processes for textile and apparel goods.</p>
<p>3. Retail structure and operations, product merchandising, and retail management.</p> <p><i>If you are assessing this component, then choose at least one of the following:</i></p> <ul style="list-style-type: none"> a) Retail structure and operations. b) Product merchandising and retail management. 	<p>Students will be able to (<i>verb</i>) different approaches to leveraging retail channels and operations.</p> <p>Students will be able to (<i>verb</i>) product and services merchandising and management practices.</p>
<p>4. Market, brand, trade and economic concepts impacting global business decisions and profitability.</p> <p><i>If you are assessing this component, then choose at least one of the following:</i></p> <ul style="list-style-type: none"> a) Market concepts impacting global business decisions and profitability. b) Brand concepts impacting global business decisions and profitability. c) Trade concepts impacting global business decisions and profitability. d) Economic concepts impacting global business decisions and profitability. 	<p>Students will be able to (<i>verb</i>) data-driven decision making to maximize profitability.</p> <p>Students will be able to (<i>verb</i>) how brand strategies impact global business decision making and profitability.</p> <p>Students will be able to (<i>verb</i>) the impact of trade agreements and political environments on supply chains.</p> <p>Students will be able to (<i>verb</i>) global economic factors impacting business decisions and profit margins.</p>

<p>5. Historical, cultural, social, technological, and political factors impacting textile and apparel business and industry.</p> <p><i>If you are assessing this component, then choose at least one of the following:</i></p> <ul style="list-style-type: none"> a) Historical factors impacting textile and apparel business and/or industry. b) Cultural factors impacting textile and apparel business and/or industry. c) Social factors impacting textile and apparel business and/or industry. d) Technological factors impacting textile and apparel business and/or industry. e) Political factors impacting textile and apparel business and/or industry. 	<p>Students will be able to (<i>verb</i>) the impact of historical factors on the textile and apparel industry.</p> <p>Students will be able to (<i>verb</i>) the impact of cultural factors on the textile and apparel industry.</p> <p>Students will be able to (<i>verb</i>) the impact of societal factors on the textile and apparel industry.</p> <p>Students will be able to (<i>verb</i>) technologies impacting the textile and apparel industry.</p> <p>Students will be able to (<i>verb</i>) the impact of political factors on the textile and apparel industry.</p>
<p>6. Sustainability in textile and apparel business and industry practices.</p>	<p>Students will be able to (<i>verb</i>) sustainability issues in the textile and apparel industry.</p>

Table 7-C. TAPAC Assessment Content Category 3: Human Interactions with Products and Processes

TAPAC Assessment Content for ITAA Meta Goal 1, Category 3 Components	Learning Outcome <u>Examples</u>
<i>This Meta Goal 1, Category 3 contains six (6) components. It is expected that at least three (3) of the components will be assessed for each of the programs under review.</i>	<i>Insert the appropriate Bloom’s taxonomy verb in the learning outcomes your program develops.</i>
1. Role of dress and appearance in reflecting and shaping intra- and/or inter-cultural interactions.	Students will be able to (<i>verb</i>) diverse experiences and points of view, both within and outside one’s own cultural group.
2. Historical, socio-cultural and/or psychological factors influencing dress and human behavior. <i>If you are assessing this component, then choose at least one of the following:</i> <ol style="list-style-type: none"> a) Historical factors influencing dress and human behavior. b) Socio-cultural and/or psychological factors influencing dress and human behavior. 	Students will be able to (<i>verb</i>) major historical factors that influence dress and human behavior. Students will be able to (<i>verb</i>) knowledge about the interrelationships among historic, sociocultural and psychological factors of dress and their impact on human behavior.
3. Consumer textile and apparel needs, wants, and consumption as influenced by life stages, social factors, and/or culture.	Students will be able to (<i>verb</i>) the social, cultural, and/or life stage factors that contribute to consumer needs and wants.
4. Role of the consumer in fashion adoption and diffusion.	Students will be able to (<i>verb</i>) the role of the consumer in fashion adoption, diffusion, and marketing communication.
5. Role of design in quality of life and human well-being.	Students will be able to (<i>verb</i>) the role design has in human well-being and quality of life.
6. Human interactions in leadership, management, and/or marketing.	Students will be able to (<i>verb</i>) human interactions in leadership, management, and/or marketing.

Evidence of Compliance: Prepare Table 7.02.01a: Bloom’s Taxonomy Program Map, and Table 7.02.01b: Bloom’s Taxonomy Scaffolding/Laddering Summary for ITAA Meta Goal 1: Core Knowledge

Content, Categories 1-3 showing the structure and scaffolding of the curriculum and appropriate movement from discovery through synthesis. Prepare separate tables for each program under review for TAPAC accreditation. Please use the information you develop from Tables 7-A, 7-B and 7-C when you complete Table 7.02.01a and 7.02.01b in the appendix for Standard 7.

7.02.02 The program shall demonstrate through assessment that program graduates are achieving the Core Knowledge Content standard.

Narrative: The assessment self-study report shall include a written explanation of how the data associated with Standard 7.02 are used to inform course and/or curricular decision-making.

Describe the assessment plan for the program(s). The assessment self-study report should contain a summary of textile and apparel courses, with course objectives linked to relevant Core Knowledge Content student learning outcomes. Descriptions of assignments and learning opportunities that apply specifically to the respective components of this Meta-Goal should also be included. Required and voluntary opportunities also may be measured via a matrix of course and extra-instructional experiences by specific learning objectives associated with 7.02.

The assessment self-study report shall include a written interpretation of student attainment of the Core Knowledge Content standard based on data from relevant measures used. Include benchmarks or levels of achievement expected for each of the assessed learning outcomes. The report should also indicate the TAPAC reporting cycle for each of the assessed learning outcomes.

Evidence of Compliance: Complete Table 7.02.02: TAPAC Curriculum Standards and Assessment in the appendix for Standard 7.

At least two measures of each identified learning outcome for the selected Meta-Goal components must be used.

- A direct measure of the standard.
- The second measure can be either a direct or an indirect measure of the standard.

- Course grades are not considered a direct or indirect measure because they often represent a combination of course learning outcomes averaged together for a final grade. In addition, a course grade likely contains elements that are not directly related to achievement of learning outcomes, such as extra credit, points for attendance or participation, etc.
- If using exams as a measure of assessment, only the question(s) relating to a specific learning outcome should be used for assessment.
- If using projects/assignments as a means of assessment, only the rubric criteria relating to the learning outcome assessed should be reported.

Additional supporting documentation required:

- Syllabi for the specific courses assessed.
- Target(s)/benchmark(s) for determining if essential competencies/student learning outcomes are met.
- Measure/assignment and evaluation tools/rubrics for assignments in the program's assessment (if not included in the syllabus).
- Findings data should include the number of students assessed and the number and percentage of students that met the target/benchmark for each essential competency/student learning outcome.

In preparation for the site visit, collect a range (below average, average, above average) of artifacts of student work, digital and or physical, for a minimum of two years with a maximum of three years that demonstrate the TAPAC Assessment Content addressed.

Note: After achieving accreditation, it is not critical to assess each Meta Goal objective each year. However, each Meta Goal objective must be assessed within a three-year cycle at a minimum.

Table 7-D. Examples of Direct and Indirect Assessment Measures

<p style="text-align: center;"><u>Direct Measures</u></p> <p>Work that demonstrates the student achieved the learning outcome. Work completed in the classroom. Direct measures capture what students can actually do. Students are required to demonstrate knowledge.</p> <p>*Faculty generally evaluate the outcome.</p>	<p style="text-align: center;"><u>Indirect Measures</u></p> <p>A proxy measure; measures of less concrete views of learning (i.e., attitudes, perceptions, values). Learning is implied. The evaluator shall infer learning as opposed to actual observation of learning achievement.</p> <p>*Someone other than course faculty evaluates the outcome.</p>
<ul style="list-style-type: none"> • Performance on quizzes or tests • Portfolio artifacts • Capstone projects • Specific elements of projects or papers • Evaluation of internships or practicum experiences • Direct evaluation of service learning projects or experiences • Presentations • Juried design 	<ul style="list-style-type: none"> • Number or rate of graduating students pursuing their education at the next level • Employment or placement rates of graduating students into relevant career positions • Course evaluation items related to the overall course (e.g., faculty evaluations) • Number or rate of students involved in faculty research, collaborative publications and/or presentations, or service learning • Focus group findings • Surveys or questionnaires • Honors, awards, scholarships, and other forms of public recognition earned by students and alumni

7.02.03 The program shall demonstrate a commitment to relevance to the industry through continuous improvement via data from assessment of Standard 7.02.

Narrative: The assessment self-study report shall include a written explanation of how the data associated with Standard 7.02 are used to inform course and/or curricular decision-making. Also describe how industry needs and input are reflected in curriculum decision making. If the students are achieving the learning outcomes by meeting and/or exceeding the determined benchmarks, describe how the program will incorporate stretch goals. Alternatively, if the students are not demonstrating achievement of the various components of the TAPAC

Assessment Content for Meta Goal 1, Categories 1-3, describe how the program will incorporate action plans for improvement.

Evidence of Compliance: Provide documentation as needed to support the narrative as PDFs in the appendix for Standard 7.02.03.

7.03 Students graduating from the textile and apparel program shall demonstrate the potential to succeed as professionals in textile and apparel or related organizations. The third Meta Goal, **Professional Competencies**, (ITAA Meta Goal 3, Categories 1-4) relates to this standard and is composed of four (4) categories, i.e., Cognitive Skills, Interpersonal Skills, Intra-Personal Skills, and Professional Skills (See Appendix A).

The program provides students with sufficient opportunity to achieve learning outcomes related to the development of Professional Competencies. While these competencies may be addressed in program specific courses, these skills are also often addressed in the university core and may be assessed as part of overall university assessments. (See Appendix A for the components within each of the four Professional Competencies categories.)

Narrative: Explain where these Professional Skills competencies are introduced, taught and assessed in the programs being evaluated.

Evidence of Compliance: Create Table 7.03, a curriculum map that illustrates where in the program(s) these competencies are addressed and assessed.

Standard 7 Strengths:

Standard 7 Weaknesses:

Standard 7 Plan of Action (for maintaining strengths, continually improving, and addressing identified weaknesses):

Appendices

Please note that templates for the Tables referenced in the Self-Study Guide are provided in the attached Excel file.

Appendix A ITAA 2021 Meta Goals

META GOAL 1

College and university textile and apparel programs will provide high quality curricula that include the following **Core Knowledge Content** at a level appropriate to the specific program's mission and strategic plan:

Meta Goal 1, Category 1: Textile and Apparel Product Knowledge

[TAPAC Note: It is expected that at least five (5) of these nine (9) components will be assessed for each of the programs under review.]

1. Textile materials and structures used in apparel and other soft goods
2. Socio-cultural, psychological, economic, political, and technological factors in the development of textile and apparel products through history and across cultures
3. Significance of textile and apparel products in the global consumer market
4. Categories and functions of apparel and other soft goods
5. Product quality, performance, technical specifications, and regulatory compliance standards
6. Elements and principles of design as applied to textile and apparel products, merchandising and marketing of those products
7. Product development process and innovation in textile and apparel products
8. Forecasting product trends and innovations
9. Sustainability of textile and apparel products from concept to end-of-life

Meta Goal 1, Category 2: Industry and Business Knowledge

[TAPAC Note: It is expected that at least three (3) of these six (6) components will be assessed for each of the programs under review.]

1. Roles, functions, and interdependence of various sectors within the global textile and apparel complex
2. Textile and apparel production processes
3. Retail structure and operations, product merchandising, and retail management
4. Market brand, trade and economic concepts impacting global business decisions and profitability
5. Historical, cultural, social, technological, and political factors impacting textile and apparel business and industry
6. Sustainability in textile and apparel business and industry practices

Meta Goal 1, Category 3: Human Interactions with Products and Processes

[TAPAC Note: It is expected that at least three (3) of these six (6) components will be assessed for each of the programs under review.]

1. Role of dress and appearance in reflecting and shaping intra-and inter-cultural interactions
2. Historical, socio-cultural and/or psychological factors influencing dress and human behavior
3. Consumer textile and apparel needs, wants, and consumption as influenced by life stages, social factors, and culture
4. Role of the consumer in fashion adoption and diffusion
5. Role of design in quality of life and human well-being
6. Human interactions in leadership, management and marketing

META GOAL 2

College and university textile and apparel programs will provide high quality curricula that include the following **Curricular Elements**.

[TAPAC Note: Meta Goal 2: Curricular Elements will not be assessed for Undergraduate Program Accreditation except when Field Experiences or Practical Applications are a program requirement.]

Meta Goal 2, Category 1: Advanced Knowledge Content

Meta Goal 2, Category 2: Research

1. Research principles/methods appropriate to the program
2. Theoretical perspectives

Meta Goal 2, Category 3: Field Experiences or Practical Application

META GOAL 3

College and university textile and apparel programs will provide high quality curricula that include the following **Professional Competencies**.

[TAPAC Note: Please see Standard 7.03 for guidance on addressing this Meta Goal.]

Meta Goal 3, Category 1: Cognitive Skills

1. Critical analysis and creative thinking to find solutions to problems and develop innovative products, services, or processes
2. Use of appropriate terminology, tools and technology to address current and future issues within the global textile and apparel complex

Meta Goal 3, Category 2: Interpersonal Skills

1. Communicate ideas in written, oral, and visual forms using appropriate tools and terminology
2. Collaboration, team participation and leadership
3. Global awareness and cross-cultural competence
4. Professional behavior that demonstrates commitment to justice, equity, diversity, and inclusion

Meta Goal 3, Category 3: Intra-Personal Skills

1. Ethical behavior and decision making
2. Socially responsible behavior and decision making

Meta Goal 3, Category 4: Professional Skills

1. Career planning concepts and job search strategies
2. Critique ideas constructively