



FAB 333 Culture and Cuisine

Credit Hours: 3 credits

Lecture/Tutorial Venue:

Day:

Time:

Instructor:

Office Hours:

Course Description

This subject is designed to equip students with sound knowledge and understanding of the evolution of food production, food preservation and preparation techniques, food habits and beliefs about food. Students will ascertain geographical, historical, technological and religious factors that have influenced food-related behaviors of various ethnic groups in the past and present. Key areas of the world will focus the relationship between food security, culture and the movement of food throughout history due to exploration, immigration, migration and major historical events. A deeper understanding of why individuals eat what they eat and a better evaluation of diet, nutrition and food preferences will be covered in this subject.

Pre-requisite

ENG 101 or HON 100, and FAB 159 or 3 credits of Social Science core

Course Objectives

Upon completion of the subject, students will be able to:

- Understand the historical importance of exploration, immigration, migration and major historical events in relation to food;
- Assess, analyze and discuss the concepts of gastronomy, culinarian, taste, sensory preceptors, dining etiquette, and food consumption habits;
- Define culture, acculturation, ethnocentrism, and intercultural relations through food;
- Identify the effects of food fusion on food processing, and culinary methods in the home and in food service establishments;
- Identify cultural differences in verbal and non-verbal communication styles;

- Discuss the economic impact of food production and consumption on the influence of agricultural economics, food preparation and food usage, historically and present day;
- Discuss the beliefs and food practices of people that ascribe to the major religions of today;
- Compare and contrast two definitions for a globally sustainable food production system;
- Discuss examples of how cultures today influence the degree to which its food system is sustainable;
- Identify scholarly information related to human food habits and sustainable food systems; and
- Describe strategies for successful intercultural communication, especially those suitable for use in foodservice operations.

College of Hospitality Program Outcomes

- Communicate effectively in written, spoken, visual and digital modes to different audiences (e.g. industry leaders, employees, employers, faculty and peers).
- Develop knowledge of the global and multicultural hospitality industry

Class Details

- I am looking forward to talking with you and expanding your knowledge of cultures and cuisines. As such, it will draw on some of the disciplines you have studied throughout your academic career to date.
- It is important to remember that this is an in person on campus class and will require your physical attendance at the set times/days indicated. You are here to not only apply the knowledge that you have already learned but also to develop new skills and knowledge that will assist you as you move forward in your future academic life.
- Teamwork, effective communication, trust, and hard work will be the cornerstones of this course and I look forward to a great semester with you all.

Recommended Readings

- Burch, D., & Lawrence, G. (2007). Understanding Supermarkets and Agri-food Supply Chain. In D. Burch & E. Elgar (Eds.), *Supermarkets and Agri-food Supply Chain*. Cheltenham: Edward Elgar Publishing Ltd.
- Civitello, L. (2011). *Cuisine and Culture: A History of Food and People* (3rd ed.). Hoboken NJ: John Wiley & Sons Ltd.
- Cumo, C. (2015). *Foods That Changed History: How Foods Shaped Civilization from the Ancient World to the Present*. ABC-CLIO. Santa Barbara, California.
- Edelstein, S. (2011). *Food, Cuisine, and Cultural Competency for Culinary, Hospitality, and Nutrition Professionals*. Jones & Bartlett Publishing: Tall Pine Dr, Sudbury, MA 01776
- Etkin, N. (2006). *Edible Medicines*. Tucson: The University of Arizona Press.
- Freedman, P. (Ed.) (2007). *Food: The History of Taste*. Berkeley: University of California Press.
- Geddes-Brown, L. (2012) *A Book for Cooks: 101 Classic Cookbooks*. Merrell Publishing Ltd: London.
- Gillespie, C. (2006). *European Gastronomy into the 21st Century*. Oxford: Butterworth-Heinemann.

- Harper, C. L. (2008). *Food, Society, and Environment*. (2nd Ed). Upper Saddle River, NJ: Prentice Hall.
- Harrison, A (1982). *Gastronomy*. Sussex, UK: New Horizon Books Ltd.
- Kindstedt, P. (2013). *Cheese and culture : a history of cheese and its place in western civilization*. Chelsea Green. Kittler, P. G., Sucher, K. P., & Nelms, M. N. (2017).
- Food and Culture (7th ed.). Belmont USA: Wadsworth.
- Kraig, B., Sen, C., (2013). *Street Food around the World: An Encyclopedia of Food and Culture*. ABC-CLIO, California.
- Lin, H. J., & Lin, T. (1996). *The Art of Chinese Gastronomy*. London: Jill Norman & Hobhouse Ltd.
- Long, L. (2015). *Ethnic American Food Today: A Cultural Encyclopedia*, Volume IA-K. (Rowman & Littlefield Forbes Boulevard Lanham, Maryland 20706
- Long, L. (2015). *Ethnic American Food Today: A Cultural Encyclopedia*, Volume IIL-Z. Rowman & Littlefield Forbes Boulevard Lanham, Maryland 20706 Montanari,
- M. (1998). *The Culture of Food*. Oxford, UK: Blackwell.
- Nutzenadel, A., & Tentmann, F. (2008). Mapping Food and Globalization. In A. Nutzenadel & F. Tentmann (Eds.), *Food Globalization: Consumption, Markets and Politics in the Modern World* (pp. 1-20). New York: Oxford International Publishers Ltd.
- O'Connell, L. (2015). *The American Plate: A Culinary History in 100 Bites*. Sourcebooks, INC Naperville, Illinois.
- Petrini, C. (2003). *Slow Food: The Case For Taste*. New York: Columbia University Press.
- Pieroni, A., & Quave, C. (2006). Functional Foods or Food Medicines? On the consumption of wild plants among Albanians and Southern Italians in Lucania In A. Pieroni & L. L. Price (Eds.), *Eating and Healing : Traditional food as medicine* (pp. 101-129). New York: Food Products Press.
- Santich, B. (2009). *Looking for Flavour*. Kent Town, South Australia: Wakefield Press.
- Savarin, J. A. B. (2011). *The Physiology of Taste*. UK: Penguin Classics.
- Spence, C and Piqueras-Fiszman, B. (2014). *The Perfect Meal: The Multisensory Science of Food and Dining*. Wiley Blackwell. NJ. USA
- Spang, R. L. (2000). *The Invention of the Restaurant*. London, UK: Harvard University press.
- Revel, J. F. (1982). *Culture and Cuisine: A Journey Through the History of Food*. New York: Da Capo.
- Wolfman, P, and Gold, C. (1994). *Forks, Knives and Spoons*. Clarkson Potter Publishing. NY.
- Wu, D.Y.H., & Tan, C.B. (2001). *The Changing Chinese Food ways in Asia*.

HongKong: The Chinese University Press.

Journals:

- Datamonitor. (2005). *Fast Food Industry Profile: Global* (Industry Overview Report):MarketLine, a Datamonitor business.
- Hegarty, J, A., and O'Mahony, G, B, (2001). *Discussion paper, Gastronomy: a phenomenon of cultural expressionism and an aesthetic for living*. Hospitality Management.(20) 3-13.
- Kivela, J., and Crofts, J, (2006) *TOURISM AND GASTRONOMY GASTRONOMY'S INFLUENCE ON HOW TOURISTS EXPERIENCE A DESTINATION*. Journal of Hospitality & Tourism Research, Vol. 30, (3), 354-377.
- Mintz, S. W., & Bois, C. M. D. (2002). *THE ANTHROPOLOGY OF FOOD AND EATING*. *Annual Review of Anthropology*, 31(1), 99-119.
- Santich, B, (2004). Discussion paper, *The study of gastronomy and its relevance to hospitality education and training*. Hospitality Management. (23) 15–24
- This, H, (2004). *Molecular Gastronomy*: Angew. Chem. Int. Ed. 2002, 41, No. 1 WILEY-VCH Verlag GmbH, 69451 Weinheim, Germany, 200
- Wognum, PM., Bremmers, H, Trienekens, J, van der Vorst, J, Bloemhof J, (2011) *Systems for sustainability and transparency of food supply chains – Current status and challenges*. *Advanced Engineering Informatics*, (25)1, 65-76.

Assignments, Evaluation Procedures, and Grading Policy

Interactive Lectures.

This approach to learning emphasizes student centered activities and interactive lectures. These lectures are designed to inform and converse with students by providing the theoretical background of the subject taught.

Group and Peer Learning.

Students will analyze and evaluate specific cultures and cuisines, food and beverage items and operations through peer learning and by working in teams to identify tastes, aromas, characteristics etc associated with different food and beverage commodities. Whether or not a student attends all classes is up to him/her. It should be kept in mind that information presented during class time WILL be addressed on quizzes and the final exam. Students that miss a class will not be allowed to make-up any in-class work unless they have documentation to justify an absence for emergencies such as: a documented illness, car accident or family tragedy.

Participation in Class Discussions and Discussion Questions (100 pts)

Students are expected to actively participate in all class discussions and activities. Four discussion questions will be uploaded onto the course discussion board and you are expected to participate in the ongoing class discussion

To achieve a good mark for participation, you will need to:

- Attend all scheduled classes (*and be punctual*)
- Come prepared for every session (that is, read the prescribed material before class)
- Participate in all class discussion in an informed manner, which demonstrates

your preparation.

- Participate in all four discussion questions on canvas by uploading your comments.
- Give constructive comments/input about relevant issues
- Listen and be sensitive to other class members contributions.

Just attending class will not automatically earn you points; you must participate in the above manner on a regular basis.

NB: Participation in class discussions is expected. This includes commenting on material or asking questions. (See Assessment Rubric A)

Picture and Biography posted to WebCampus (50 pts)

Each student is to post a recent *head shot* picture into the assignment folder on WebCanvas. A short biography (300 words approx.) by answers the questions provided, to be posted onto WebCanvas by 21st January 2.29pm (See Assessment Rubric B)

Individual Essay (150 pts)

Food sustainability, globalization, cross-cultural and regional influences will be assessed and evaluated through a written assignment 1000–1200-word essay. **“The Use of Food to Make Social and Cultural Connections”** (See Assessment Rubric C)

Group Presentations (100 pts)

Student will demonstrate their public speaking skills learned in previous courses by delivering a short team presentation in class (5-10 minutes). To be assessed appropriately each team member is required to present one country within their assigned region. All team members will cover their assigned areas and will be graded accordingly. (See Assessment Rubric D). Students are required to create a Microsoft PowerPoint® slideshow presentation to accompany their verbal presentation. Students are encouraged to use creativity in their information and display.

NOTE: One elected team member, the Team manager (TM) will be responsible for the coordination and collection of all components of the presentations from each team member and then submit this as one document through assignments in Canvas (See Assessment Rubric D).

Online Quizzes (100 pts)

These will enhance while evaluating students’ knowledge and give valuable feedback on a weekly basis. In so doing, students and lecturer will identify areas for further improvement through required reading, assigned articles and course text.

Final Exams (200 pts)

This will assess students overall understanding and knowledge of the development and interaction of cultures and cuisines (See Assessment Grades)

Restaurant Site Visits

This will allow students to apply knowledge gained from the classroom.

Reading Requirements

Each week there are assigned readings that will help and support learning throughout the semester. A designated textbook or relevant journal articles will be required by students to read assigned materials in preparation for forthcoming lectures.

Guest Speakers

Industry professionals will be invited to give a short lecturer on specific cuisines, which may include Asia, Australasia, Africa and the Americas. This will enhance students' understanding of the theories learnt and their application.

Assessment Summary

- Task
- Participation in class discussion (discussion questions)
- Pictures and biography posted to Canvas
- Individual Assignment (Essay) **“The Use of Food to Make Social and Cultural Connections”**
- Group Presentations
- Online Quizzes: Reflective of each lesson 10 Quizzes x 10 questions
- Final Exam

Individual Assignment (Essay)

Students will demonstrate competence with research in assignments to contextualized dining within cultural, historical and trend considerations. This assignment will be used to evaluate students' ability to generate and communicate cuisine and cultural differences that consider the needs and preferences of user groups related to the overall dining experience.

*Late submission will be heavily penalized (one day 30% of the assignment marks) Individual essay 2 days overdue will not be accepted.

Requirements

Students are required to write a maximum of 1000–1200-word essay on the topic of: **“The Use of Food to Make Social and Cultural Connections”**. Please submit through Turnitin accessed via “WebCampus”

Instructions

- a) Maximum of 1000-1200 words; *word count to be stated on the front proforma cover*
- b) Cover page: module name, code, your name, and student ID. An example of an essay proforma will be available on WebCampus
- c) Font 12 of Times New Roman with 1.5 spacing and one-inch margin
- d) American Psychological Association (APA) for citation of references must be followed. Information can be accessed via WebCampus subject modules as to APA referencing requirements.
- e) Required to use *at least six relevant journal articles in this assignment.*
- f) Only two internet references allowed. Please reference correctly.

Components for the Essay

- **Introduction:** The introduction should grab the reader's attention; set up the direction your argument, will take, and lead into your essay. Your introduction should clearly identify the topic of your essay and include a brief outline of what the essay will cover. Your introduction is a build-up of the topic, a stage of bringing your reader into the essay's argument. *(NB: The title and first paragraph are of your essay are probably the most important elements. In the first paragraph you either gain the reader's interest or you can lose it)*
- **Main Body: Main body:** The main body of the essay will give details of the overall topic: The content of the essay should be presented in terms of the concept discussed during the class

- A critical evaluation of the topic chosen.
- A critical evaluation of the food habits within cultural, historical and trend considerations
- Pay particular attention to the current and future trends, influences, and cultural symbolism.
- Clearly show the development of food from a cultural context and how this changed overtime to incorporate historical, cultural, and social experiences and customs
- Identify the cultural connections through the use of foods and food festivals
- Individual paragraphs should be focused on a single idea that supports your essay argument.
- Link your discussion throughout so that this flows and can easily be followed.
- Support assertions with evidence, and expound your ideas in the clearest, most sensible way.
- Make sure you have checked your written language by correcting the grammar, making sentences flow, incorporating rhythm, emphasis, and adjusting the formality where necessary
- Most importantly *proofread* your essay until it reads just how you want it to sound.
- Remember that misspellings and poorly worded phrases will detract from the overall essay and effect your grade
- You'll need to read widely to gather creditable sources on your topic. As you integrate research into your topic, quote briefly from a wide variety of sources. This will indicate that you are familiar with the topic and have read around the topic showing you are knowledgeable and gives the essay credibility.
- **Conclusion:** This summarizes or restates the main idea of the essay. You want to leave the reader with a sense that your essay is complete.
 - Restate the strongest points of your essay that support your main idea.
 - Conclude your essay by restating the main idea in different words. Give your personal opinion or suggest a plan for action.
- **Bibliography / Referencing:** Updated and corrected references, in your text where necessary and full reference page.
 - All borrowed ideas and quotations should be correctly cited in the body of your text.
 - This is then followed up with a reference list detailing all your sources.
 - No web sites are allowed
 - The assignment will be submitted through Turnitin
 - Referencing must be written in the APA format.
 - (NB: No more than 2 internet references, plus a minimum of 6 references from the recommended text and/or referred journals)

Weekly Teaching Schedule

Week	Activities to be addressed in the lectures	Readings, Resources and References
Week 1	Administration: Introduction to Culture, Cuisine and Gastronomy <ul style="list-style-type: none"> ○ What is Food, Culture and Food habits ○ Assignment discussion ○ APA style referencing for assignment ○ Post picture and biography to Assignment Folder in Webcampus (Due January 21st 2:29 PM) 	Santich, B, (2004). <i>The study of gastronomy and its relevance to hospitality education and training.</i> Harrison, A (1982). <i>Gastronomy.</i> p 1-40
Week 2	The Evolution of Food Customs <ul style="list-style-type: none"> ○ Introduction to Street Food from Around the world ○ Turkish Gastronomy ○ Cookery Demonstration (Turkish) ○ Post picture and biography to ○ Assessment Folder in Webcampus (Start Selection of Groups for Presentations) 	Civitello, L. (2011). <i>Cuisine and Culture</i> p 1-20 Harrison, A (1982). <i>Gastronomy.</i> p 4151 Kraig, B., Sen, C., (2013). <i>Street Food around the World</i>
Week 3	The History and Heritage of Food Customs <ul style="list-style-type: none"> ○ Food Festivals and their relationship with history and heritage ○ UNESCO Recognized Food and Drink ○ Historical and Cultural Influences on Food Habits (Anthropology) ○ Cookery Demonstration (Dhal and different rice) ○ Allocation of groups (self-selection) 	Kittler, P. G., Sucher, K. P., & Nelms, M. N. (2012). <i>Food and Culture</i> Mintz & Bois (2002). <i>The Anthropology of Food and Eating</i>
Week 4	Historical Migration, Immigration and Exploration on Cultural and Culinary Influences <ul style="list-style-type: none"> ○ Foods that Changed the World ○ Table Etiquette ○ Demonstration (Western Table Setting) 	Cumo, C (2015). <i>Foods That Changed History.</i>
Week 5	PRESIDENTS DAY NO CLASS SCHEDULED	
Week 6	History of Dining Utensils and Restaurants <ul style="list-style-type: none"> ○ History of Knives Forks Spoons and Chopsticks ○ The Silk Road: History and Importance ○ Pizza making: ○ Demonstration Pizza (Teams to work together making Pizza) 	Spang, R. L. (2000). <i>The Invention of the Restaurant.</i> P1-12 Wolfman, P, and Gold, C. (1994). <i>Forks, Knives and Spoons</i>
Week 7	Written Regional Literature, Geographical Origins <ul style="list-style-type: none"> ○ The evolution of cuisines through Cookery books ○ Evaluate the importance of ambiance during the meal ○ Cheese and culture heritage (Cheese tasting) 	Spence and Piqueras-Fiszman (2014) <i>The Perfect Meal.</i> Geddes-Brown., L. (2012)

Week	Activities to be addressed in the lectures	Readings, Resources and References
Week 8	Restaurant Visit TBC	Spence and Piqueras-Fiszman(2014) <i>The Perfect Meal</i> .
Week 9	SPRING BREAK NO CLASS SCHEDULED	
Week 10	Healthy Slow Foods and their importance Gastronomy in the 21st century <ul style="list-style-type: none"> ○ Healthy Eating and Diet within Cultures ○ Introduction to the Slow Food movement ○ Demonstration Cereals and Pasta Making 	Datamonitor. (2005). <i>Fast Food Industry Profile: Global</i> Petrini (2003). <i>Slow Food: The Case For Taste</i> . p 1-34
Week 11	Impact of the environment and sustainable practices from a cultural prospective <ul style="list-style-type: none"> ○ Sustainability, personal and social responsibility ○ Globalization and Food Security ○ The History of Chocolate ○ Individual Essay Due in Webcampus 04/11/22 2:29 PM Before Class 	Wognum, et al (2011) Burch & Lawrence (2007). <i>Understanding Supermarkets and Agrifood Supply Chain</i> . P 1-26
Week 12	Group Presentation <ul style="list-style-type: none"> ○ NORTH AMERICA ○ CENTRAL AMERICA ○ SOUTH AMERICAN ○ Individual Essay Due in Webcampus today 2:29 PM Before Class 	Kittler, et al (2017). Ch 15 Kittler, et al (2017). Ch 9 Kittler, et al (2017). Ch 10
Week 13	Group Presentation <ul style="list-style-type: none"> ○ AFRICA NORTHERN ○ AFRICA SOUTHERN ○ CARIBBEAN ISLAND 	Kittler, et al (2017). Ch 8 Kittler, et al (2017). Ch 10
Week 14	Group Presentation <ul style="list-style-type: none"> ○ EUROPE NORTHERN ○ EUROPE SOUTHERN ○ MIDDLE EAST 	Kittler, et al (2017). Ch 6 Kittler, et al (2017). Ch 13
Week 15	Group Presentations <ul style="list-style-type: none"> ○ EAST ASIA ○ SOUTH ASIA ○ OCEANIA ○ Recap of Semester, highlight areas for finalexam 	Kittler, et al (2017). Ch 11 &12
Week 16	Cumulative Final Exam: Essay answer questions.	Time and venue TBC

Grades

In all cases, the point values noted for each assignment are indicated as UP TO a certain value which is the maximum that can be earned for a high-quality assignment submission. The actual points earned may be from zero to the maximum indicated, depending on the instructor's evaluation of the quality of the submitted work. A grading rubric is posted on WebCanvas for all the assignments and also in this document. Please check your Syllabi

prior to required submission dates.

Grading Scale

93-100%	A
90- 92.9%	A-
87- 89.9%	B+
83- 86.9%	B
80-82.9%	B-
77-79.9%	C+
73-76.9%	C
70- 72.9%	C-
60- 69.9%	D

A grade of C or better is required for the successful completion of this course 60 % or below
F. Late Assignment Deduction-1 day 10%, 2 days 20%, 3 days 30%, etc.

Administrative Requirements

Makeup Classes

Make-up opportunities are only allowed with an excused absence (Note: Job or anything work related is not an excused absence). The instructors will follow all university policies regarding making up work due to absences for religious holidays or school-sponsored athletic and extracurricular activities.

Netiquette

It is sometimes difficult to remember that there are real people reading our messages. Words can mean many things, and what we intend to say is not always what others hear. This is especially true of "online communication" where others do not have the opportunity to see your "body language" or hear your tone; therefore, they have a greater possibility of misunderstanding what you truly mean.

It is important to review your postings before sending

Please, follow the guidelines listed below in all of your online responses and discussion:

- Respect all who are participating in this learning community by:
 - Honoring their right to their opinions
 - Respecting the right of each person to disagree with others
 - Responding honestly but thoughtfully and respectfully using language which others will not consider foul or abusive
 - Always signing your name to any contribution, you choose to make
 - Respecting your own privacy and the privacy of others by not revealing information which you deem private and which you feel might embarrass you or others
 - Being constructive in your responses to others in the class
 - Being prepared to clarify statements which might be misunderstood or misinterpreted by others

- Special Note about Anger
 - Do not send messages written in anger. You will almost always be regretful.
 - Do not send messages that are written all in upper case; this is viewed as SHOUTING. This is considered aggressive and considered very bad

behavior.

Office Hours and Course Questions

Electronic mail can be effective for many types of communication. What should you do if you are having a problem with some aspect of the course? First, you should check your syllabus and course schedule. If need be, please contact your instructor within scheduled office hours to speak on the phone or to schedule an in-person virtual meeting (*must schedule 24hr prior*) to discuss. Email is the best way to schedule a proposed meeting as the instructor is not always in the office during “office hours.”

The instructor will check emails and answer questions during the office hours listed at the beginning of the syllabus. If you email after that time you may not get a response until the next office hours. Emails sent after office hours on Friday will not be responded to until Monday office hours, do not leave questions until right before an assignment is due.

Format for Written Assignments

Points will be deducted for assignments that do not follow the requirements below or look unprofessional. Microsoft Word is the only acceptable format (except final presentation in PowerPoint). It is your responsibility to ensure that the submission can be opened by the instructor.

- 12-point Times New Roman font with 1” inch margins.
- 8 ½ x 11 paper, portrait orientation
- 1.5 “ inch spacing
- Use tables to display data or small amounts of information in categories.
- Use headings and subheadings to organize information.
- Use bullet points and short, focused paragraphs instead of lengthy discussions.
- To obtain a high grade for your effort it is highly recommended you proofread before submitting your assignment.
- Check grammar, punctuation, and spelling.
- Your name should be on every assignment submitted
- All group assignments should have a cover sheet listing the names, positions and contributions of each member.
- References must be in APA format and must include a title, date and author even if they are from the internet. References simply listed with web addresses will receive no credit. Visit www.apastyle.org for more information.

Any text with more than 6 words quoted from another source must be in quotes and referenced correctly. Copying material greater than 6 words is not permitted, even with a citation. Paraphrase your support materials. Failure to follow this rule will be considered plagiarism and reported to Academic Affairs.

Teaching Practices

As UNLV Hospitality College faculty members we aim to create a positive learning environment for our students to help them learn effectively and develop into hospitality and tourism professionals. We will:

- Treat students with respect and with integrity and develop and maintain professional relationships with students based upon their best interests.
- Be consistent by setting and maintaining expectations and pace of work for all students.
- Manage student behavior and classroom incidents fairly, sensitively and consistently, using rewards and sanctions sensibly.
- Prepare our subjects thoroughly and keep up to date with subject content and

pedagogy to help students learn and apply.

- Present issues and subject content from a holistic viewpoint.
- Encourage learners to think critically and creatively and to move beyond knowledge acquisition and textbook learning.
- Apply good principles of assessment and provide students with timely feedback on their progress.
- Consider student feedback, and use it to improve our teaching, and the learning and attainment of our students.
- Communicate clearly, making skillful use of a variety of media to interact productively with students on an individual or collective basis
- Seek to use a range of teaching strategies and resources to cater for the needs of different students and varied learning styles.
- Establish standards of behavior, timekeeping and professionalism to ensure a classroom environment most conducive to learning.
- Reflect on and act to improve our own professional practice, contribute to our own professional development, and engage in lifelong learning.

Policies

- [University Policies page](#)
- [Academic Policies 2021-22 Catalog](#)