



COLLEGE OF ARTS AND SCIENCES
LAMAR UNIVERSITY
Criminal Justice

**LAMAR UNIVERSITY CRIMINAL JUSTICE PROGRAM
EXPECTATIONS FOR TENURE AND PROMOTION**

The Criminal Justice Program (CJP) seeks to promote dynamic and well-rounded colleagues who have solid foundations in teaching, research, service, and the mentoring of students. The criteria below are intended to provide benchmarks that candidates for promotion and tenure can use to appraise their progress as they advance to various academic ranks. These are intended to be a set of guidelines only, and they should be interpreted and applied as such. They are neither intended nor should be construed as a rigid set of rules to be applied without discretionary decision making on the part of any reviewing body making recommendations to the University.

**1. GENERAL EXPECTATIONS FOR TEACHING, RESEARCH, AND SERVICE
(FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR)**

GENERAL EXPECTATIONS FOR TEACHING:

Probationary must demonstrate evidence of teaching effectiveness. The department recognizes there are a variety of social factors that affect student teaching scores, and thus, the CJP takes a holistic approach to assessing teaching effectiveness, and considers syllabi, pedagogical innovations, peer evaluations, and other course materials as indicators of teaching effectiveness. CJP values candidates taking efforts to consistently improve their pedagogy. Candidates are also encouraged to include examples of evidence that demonstrate their holistic approach to teaching effectiveness (such as emails from students, etc.) and may wish to address this in their self-statement. Student evaluation scores should thus be judged in the context the entirety of the candidate's teaching portfolio, recognizing that some classes – especially required, controversial and quantitative ones – can sometimes result in lower scores. In addition, the size and nature of the class will be considered. Teaching effectiveness should generally be consistent with candidate's yearly evaluations.

Probationary faculty wishing to advance to the rank of Associate Professor with tenure must provide evidence of effective teaching by providing the following in the T/P package:

- a.) Two or more peer observations of teaching over the course of the probationary period for face-to-face classes, and one online course peer evaluation per year. Peer evaluation for online teaching could be by a presentation or demonstration to a committee. (Preferably the peer observations are included in the 2nd and 4th year

- review packages.) Peer Review rubrics for both [face-to-face](#) and [online courses](#) are utilized during the peer observation process.
- b.) All university teaching evaluations completed by students for every course taught as an Assistant Professor (The size and nature of the class will be considered). Furthermore, it is crucial to take into account an overall trend of improvement (in the evaluation scores and/or in specific areas of improvement identified previously) when assessing faculty members, as it reflects their ongoing progress in enhancing teaching effectiveness.
 - c.) A summary of student teaching evaluations.
 - d.) Syllabi for all courses taught prior to application for tenure and promotion (repeats are not necessary except for significant changes in syllabi). Additional supporting materials for teaching effectiveness are optional but encouraged to be provided in the tenure/promotion application. Other supporting teaching materials for demonstration of teaching effectiveness are encouraged to be included for reviews.
 - e.) Grade distributions compiled in a table.
 - f.) Teaching philosophy and self-appraisal of teaching.
 - g.) Other optional materials/factors which may be considered include the following:
 - 1) Letters of support from peers and/or former students documenting teaching effectiveness.
 - 2) Nomination or receipt of teaching awards.
 - 3) Evidence of the supervision of independent studies and/or involvement on thesis committees/comprehensive exams.
 - 4) Evidence of students who have published academic articles or presented at conferences from projects/assignments derived from their courses.
 - 5) Participation in pedagogical workshops—especially those offered at Lamar University.
 - 6) Guest lecturing in courses/seminars at Lamar University and elsewhere.
 - 7) Course development and redevelopment.
 - 8) Acceptance of special teaching assignments or overloads at department request.
 - 9) Chair's teaching evaluation.
 - 10) Other materials that may provide evidence of teaching effectiveness.

GENERAL EXPECTATIONS FOR RESEARCH:

Probationary faculty must be active in research. Probationary faculty wishing to advance to the rank of Associate Professor with tenure must demonstrate evidence of a successful and active research agenda. The items below are examples of what constitutes a successful research agenda:

- a.) Four (4) or more peer-reviewed journal articles (or the equivalent in books, encyclopedia sets, book chapters, or external grants) as the sole author, lead author, or coauthor. The journals cannot be self-published, predatory journals, pay journals, or vanity journals. The candidate should provide the impact factor and acceptance rate (which are typically on the journal website) to document the prestige of the journal. Faculty are welcome to publish their work in law bulletins (or peer-reviewed law Reviews and Journals) - providing that these legal publications are affiliated with an

- accredited law school. Faculty may also publish articles in fields that are related to criminal justice, such as psychology, sociology, or political science, or other related fields to criminal justice.
- b.) If a faculty member, as the sole author, lead author, or coauthor publishes an article in a premier criminal justice journal, such as *Criminology*, *Justice Quarterly*, *Journal of Quantitative Criminology*, and *Journal of Research in Crime and Delinquency*, this makes a substantial contribution to the field and should be highly regarded. For a journal article to count as a premier publication venue, it should be weighted heavier than other publications.
 - c.) Sole author publications are given greater importance than lead author publications, with coauthored publications following in the hierarchy. This ranking considers the significance of publications. Additionally, a sole-author publication will be counted as two separate contributions, underlining its scholarly impact.
 - d.) A chapter in a scholarly book from an academic press (not a vanity press) as sole author, lead author, or coauthor.
 - e.) A full-length book published from an academic press (not a vanity press) as sole author, lead author, or coauthor. The book should be a minimum of 200 pages.
 - f.) An edited encyclopedia from an academic press (not a vanity press) as sole author, lead author, or coauthor.
 - g.) An (co)edited book from an academic press (not a vanity press) as sole editor, lead editor, or co-editor is equivalent.
 - h.) A textbook as either the sole author, lead author, or coauthor. The book should be at least 200 pages.
 - i.) Externally funded research grants are highly desirable. Research grants funded through professional associations, while often modest in terms of dollar amount, can be highly competitive. These grants are regarded with equal importance in the assessment of research endeavors. Internal grant is appreciated as sustained scholarship and encouraged for further submission to external grant opportunities.
 - j.) Book reviews, encyclopedia entries, agency reports, conference presentations, manuscript reviews, and editorships of scholarly journals constitute legitimate and valuable research activities. However, while these activities may bolster a candidate's case for tenure and promotion, they are not by themselves sufficient to demonstrate scholarly productivity in and of themselves. Candidates should therefore focus their efforts first and foremost on publishing peer-reviewed articles.
 - k.) Articles and/or books that have been accepted for publication (accompanied by an acceptance letter) will be counted the same as work that has been published.
 - l.) Each faculty member's research agenda is unique; therefore, it is the candidate's responsibility to demonstrate their work is of high quality and meets the requirements set forth by the above guidelines. For example, a candidate may demonstrate effectiveness and impact, evidenced by such factors as high book sales, or adoptions by other schools or as demonstrated by the candidate.

GENERAL EXPECTATIONS FOR SERVICE:

Probationary faculty members are expected to engage in various types of service, such as: departmental service and service to their college, university, as well as service to their discipline, and service to the larger community (to the extent possible). Their level of contribution should be reflective of their level of rank. Probationary faculty should display, at the very least, a willingness and diligence to serve on department committees. The items below constitute examples of service:

- a.) Undergraduate or graduate advising
- b.) Department, college, or university committees
- c.) Faculty senate
- d.) Offices and committee appointments in local, state, regional, and national professional associations
- e.) Servings as a reviewer for a journal or book
- f.) Serving on the editorial board of a journal
- g.) Presentation of programs and workshops on campus and in the community
- h.) Non-remunerated professional consulting
- i.) Community outreach
- j.) Media interviews or commentary (i.e., op-ed, rebuttal, or similar concerning news media)
- k.) Serving as an advisor for student organizations
- l.) Graduate student mentorships
- m.) Conducting a peer observation of teaching
- n.) Serving as a program director or chair of a department

*While probationary faculty are expected to perform some type of meaningful service, at the same time they should be cautious about overextending themselves, as one cannot attain the rank of Associate Professor solely through service and teaching. One department/college committee a year, plus academic advising and taking on any additional duties assigned by the Program Director or Department Chair shall be deemed as sufficient service.

2. GENERAL EXPECTATIONS FOR TEACHING, RESEARCH, AND SERVICE (FROM ASSOCIATE PROFESSOR TO PROFESSOR)

The criteria for promotion to the rank of Professor emphasizes distinction in teaching, research, and service over the span of an academic career. Promotion to Professor is recognition of the candidate's academic performance and generally requires evidence through peer recognition of contributions and leadership beyond the University community. Time in rank is not alone a sufficient criterion for promotion. Rather, promotion to Professor should be reserved for candidates who are accomplished scholars in their field. While candidates for promotion to Professor must demonstrate effectiveness in the areas of teaching, research, and service, special attention will be placed upon research effectiveness.

GENERAL EXPECTATIONS FOR TEACHING:

Associate Professor candidates wishing to advance to Professor must provide evidence of effective teaching by providing:

- a.) All university teaching evaluations completed by students for every course taught as an Associate Professor.
- b.) A summary of student teaching evaluations compiled in a table/s.
- c.) Syllabi for all courses taught since promotion to the rank of Associate (repeats are not necessary except for significant changes in syllabi).
- d.) Grade distributions compiled in a table.
- e.) Teaching philosophy and self-appraisal of teaching.
- f.) Letters of support from senior faculty and/or former students documenting teaching effectiveness.
- g.) Other optional materials or factors which may be considered include the following:
 - 1) Nomination or receipt of teaching awards.
 - 2) Evidence of the supervision of independent studies and/or involvement on thesis committees/comprehensive exams.
 - 3) Evidence of students who have published academic articles or presented at conferences from projects/assignments derived from their courses.
 - 4) Participation in pedagogical workshops—especially those offered at Lamar University.
 - 5) Guest lecturing in courses/seminars at Lamar University and elsewhere.
 - 6) Course development and redevelopment.
 - 7) Chair's teaching evaluation.
 - 8) Acceptance of special teaching assignments or overloads at department request.

GENERAL EXPECTATIONS FOR RESEARCH:

Associate Professors wishing to advance to the rank of Professor must demonstrate that they have sustained a high level of research projectivity while at the rank of Associate Professor. The items below provide guidelines for what constitutes a successful research agenda for candidates for Professor:

- a.) It is expected that all candidates for Professor have published a substantial body of work in leading peer-reviewed journals and/or scholarly presses published after promotion to Associate Professor. Candidates, after becoming an Associate Professor, should have produced a minimum of five (5) journal articles or the equivalent in books, encyclopedia sets, book chapters, or external grants.
- b.) Sole-author publications carry more weight than lead author publications, followed by coauthored publications.
- c.) Candidates can demonstrate evidence of their scholarly influence on the discipline. This can refer, at least in part, to the degree to which one's work is cited in the scholarly literature. A scholar's degree of influence in the field can be substantiated through ISI citation counts, as well as through databases, such as: Google Scholar, Lexis-Nexis, and ResearchGate.
- d.) Other indicators of a scholar's impact in the field include national awards, success in obtaining highly competitive external grants, published reviews of one's work,

editorships, and service on the editorial boards of prestigious journals, and citation of one's work in major media outlets.

GENERAL EXPECTATIONS FOR SERVICE:

Candidates for Professors must show a commitment to service above and beyond what is expected for junior colleagues. These actors should have a record of leadership roles and a career which includes extensive committee work over a period of several years. The items below constitute examples of service:

- a.) Undergraduate or graduate advising
- b.) Department, college, or university committees
- c.) Leadership positions on university committees
- d.) Offices and committee appointments in local, state, regional, and national professional associations
- e.) Servings as a reviewer for a journal or book
- f.) Serving on the editorial board of a journal
- g.) Presentation of programs and workshops on campus and in the community
- h.) Non-renumerated professional consulting
- i.) Community outreach
- j.) Media interviews or commentary (i.e., op-ed, rebuttal, or similar concerning news media)
- k.) Serving as an advisor for student organizations
- l.) Graduate student mentorships
- m.) Serving as a Program Director or Department Chair

Peer Review Rubric for Criminal Justice Face to Face Classes

Procedures for Peer Observation of Teaching

Peer observation of teaching is meant to serve as a constructive process in which faculty can receive quality feedback on their pedagogical techniques and classroom management from their colleagues. Probationary faculty should have peer observation performed in years 1, 3, and 5. Tenured faculty should have peer observation of teaching performed at least once every 5 years. The process of peer observation of teaching will be supervised and initiated each year by the Department Head.

During evaluation periods, the faculty member being reviewed will present to a group of two or three reviewers. A written report by the program or senior faculty member will conform to the criteria used to evaluate face-to-face courses.

The following instruments will be used to conduct peer observations of teaching in face-to-face courses:

The peer evaluator is expected to: (a) set the date of the observation in advance and in agreement with the professor to be observed, on a day that a fairly typical class will be conducted (b) be as unobtrusive as possible during the visit; (b) complete the peer observation of teaching form within two weeks of the observation; (d) provide the professor evaluated with a copy of the report and offer to discuss the report with that professor. The peer evaluator's report shall be placed in the faculty member's annual evaluation file.

The instrument to be used is meant to provide constructive feedback, noting the areas that are currently being handled very well, and providing suggestions for alternative strategies or pedagogical techniques to improve in other areas.

This form is for the reviewer of the course materials submitted by the faculty member to be reviewed. The reviewer can use this form to evaluate and provide feedback on the materials. Check the boxes for the level of skill you have determined for each of the teaching

and learning elements listed in the table below. Add any additional notes you have about the element in the 'Reviewer notes' beside each teaching and learning element. Provide your overall narrative comments in the 'Reviewer overall comments' space provided at the end of the document. **Share your completed document with the faculty member being reviewed in a one-to-one meeting.**

Faculty member reviewed: _____ Reviewer: _____

Course(s) name and number: _____ Date: _____

Pre-review faculty goals for the review (established in a one-to-one meeting with the reviewee prior to the review) list below:

PEER REVIEW RUBRIC

Materials reviewed: (check the box of the course materials that you reviewed)

- Syllabus
- Blackboard/Use of technology
- Review of Course/ student outcomes
- Review of course activities and assignments
- Course Effectiveness
- Teaching Effectiveness
- Presentation & Student Interaction
- Other _____

Review Subject	Review Criteria	Excellent	Satisfactory	Needs Improvement	Reviewer comments
Syllabus: Excellent syllabus/materials evidenced by:	Clear statement of course objectives goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Clear statement of student learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Relationship of lesson to course goals, and past and future lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Logical sequence of course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Contact Information and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Blackboard/Use of technology and teaching aids: Excellent use of technology and visual aids/materials evidenced by	Audio/visual materials effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Consistently uses innovative/evidence - based methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review of Course/student outcomes: Course design is excellent and may include:	Content is consistently challenging and innovative, and related to current issues and development in field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Goals/content connect to curricular, programmatic, dept. goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Content that is appropriate to student experience, knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Clear assessment standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Handouts and other materials are thorough and facilitated learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Provided appropriate context and background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Presented divergent viewpoints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Review of course activities and assignments: Varied Assignments to achieve learning outcomes which may include two or more of the following:	In-class writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Group discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Student-led discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Debates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Case studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Book clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Think aloud problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Learning logs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Critical analysis assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Others: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Course Effectiveness: Evidence of course effectiveness which may include two or more of:	Selection of class content worth knowing and appropriate to the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Relationship of lesson to course goals, and past and future lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Assignments and assessments designed to achieve student learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Exceptional efforts to support learning in all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teaching Effectiveness: Evidence of teaching effectiveness which may include two or more of:	Excellent syllabus/materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Very knowledgeable about classroom teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Evidence-based teaching practices/methods/materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Exceptional efforts to support learning in all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Class climate encourages motivation and engagement, is respectful and cooperative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Presentation & Student Interaction: Evidence of student interaction which may include two or more of:	Clarity of explanation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Listened effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Defined difficult terms, concepts, principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Use of examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Varied explanations for difficult material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Warm and welcoming rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Effective questioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Use of student names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Encouraging of questions and discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Engaged student attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Responsive to student communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Restating questions, comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Suggestion of further questions, resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Answered students effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other Relevant Criteria		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Overall reviewer comments –

Reviewer 1:

Reviewer 2:

Reviewer 3:

Reviewed by

..... **(Faculty) - Reviewer 1** **Date**

..... **(Director) - Reviewer 2** **Date**

..... **(Chair) - Reviewer 3** **Date**

Faculty **Date**

Peer Review Rubric for Criminal Justice Online Classes

Procedures for Peer Observation of Teaching

Peer observation of teaching is meant to serve as a constructive process in which faculty can receive quality feedback on their pedagogical techniques and classroom management from their colleagues. Probationary faculty should have peer observation performed in years 1, 3, and 5. Tenured faculty should have peer observation of teaching performed at least once every 5 years. The process of peer observation of teaching will be supervised and initiated each year by the Department Head.

Online courses should also be evaluated on the same schedule as face-to-face courses. During evaluation periods, the faculty member being reviewed will present to a group of two or three reviewers. A written report by the program or senior faculty member will conform to the criteria used to evaluate face to face courses.

The peer evaluator is expected to: (a) set the date of the observation in advance and in agreement with the professor to be observed, on a day that a fairly typical class will be conducted (b) be as unobtrusive as possible during the visit; (b) complete the peer observation of teaching form within two weeks of the observation; (d) provide the professor evaluated with a copy of the report and offer to discuss the report with that professor. The peer evaluator's report shall be placed in the faculty member's annual evaluation file.

Instrument:

The instrument to be used is meant to provide constructive feedback, noting the areas that are currently being handled very well, and providing suggestions for alternative strategies or pedagogical techniques to improve in other areas.

This form is for the reviewer of the course materials submitted by the faculty member to be reviewed. The reviewer can use this form to evaluate and provide feedback on the materials. Check the boxes for the level of skill you have determined for each of the teaching and learning elements listed in the table below. Add any additional notes you have about the element in the 'Reviewer notes' beside each teaching and learning element. Provide your overall narrative comments in the 'Reviewer overall comments' space provided at the end of the document.

Share your completed document with the faculty member being reviewed in a one-to-one meeting.

Faculty member reviewed: _____

Reviewers: _____

Course(s) name and number: _____

Date: _____

Pre-review faculty goals for the review (established in a one-to-one meeting with the reviewee prior to the review) list below:

Materials reviewed: (check the box of the course materials that you reviewed)

The following instruments will be used to conduct peer observations of teaching in online courses:

Review Subject	Review Criteria	Excellent	Satisfactory	Needs Improvement	Reviewer comments
Introduction	Instructions make clear how to get started and where to find various course components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	A statement introduces the student to the purpose of the course and to its components; in the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Etiquette expectations (sometimes called "netiquette" for online discussions, email, and other forms of communication are stated clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The self-introduction by the instructor is appropriate and available online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Students are asked to introduce themselves to the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Minimum student preparation, and, if applicable, prerequisite knowledge in the discipline is clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Minimum technical skills expected of the student are clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Syllabus	The course learning objectives describe outcomes that are measurable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	All learning objectives are stated clearly and written from the students' perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Instructions to students on how to meet the learning objectives are adequate and stated clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The learning objectives are appropriately designed for the level of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The course learning objectives describe outcomes that are measurable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Course Effectiveness	The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The course grading policy is stated clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Specific and descriptive criteria are provided for the evaluation of students' work and participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	"Self-check" or practice assignments are provided, with timely feedback to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Course and Student Outcomes	The instructional materials contribute to the achievement of the stated course and module/unit objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The relationship between the instructional materials and the learning activities are clearly explained to the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	All resources for student interaction are clearly articulated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teaching Effectiveness	The learning activities promote the achievement of the stated learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The requirements for student interaction are clearly articulated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Use of Technology and Teaching Aids	The tools and media support the learning objectives and are appropriately chosen to deliver the content of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Navigation throughout the online components of the course is logical, consistent, and efficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Instructions on how to access resources at a distance are sufficient and easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The course design takes full advantage of available tools and media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other Relevant Criteria		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Overall reviewer comments –

Reviewer 1:

Reviewer 2:

Reviewer 3:

Reviewed by

..... **(Faculty) - Reviewer 1** Date

..... **(Director) - Reviewer 2** Date

..... **(Chair) - Reviewer 3** Date

Faculty Date