

Academy of Criminal Justice Sciences  
Quality Standards for College/University  
Criminal Justice/Criminology Baccalaureate Degree Programs

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## Introduction

These quality standards acknowledge the accreditation process conducted by each of the regional associations of universities and colleges. These regional agencies accredit the total institution and evaluate the work of criminal justice/criminology programs within those institutions. It is the intent of ACJS through the quality standards set forth in this document to supplement the regional accreditation process by providing guidance for the internal and external evaluation of criminal justice/criminology programs.

Throughout these quality standards, ‘program’ refers to criminal justice/criminology degree programs. Following each section of standards is a list of *selected indicators* that an institution could use to demonstrate that it meets the standard. The bracket at the end of each indicator denotes the standard(s) it addresses. Institutions may also include evidence of adherence to a given standard through other relevant indicators not listed in this document.

Programs that provide evidence in support of at least 85% of these standards (including C.4, which is a required standard) will be deemed to “meet” the Academic Quality Standards. Those that provide evidence in support of at least 95% of these standards will be deemed to “exceed” the Academic Quality Standards. Programs that meet or exceed these standards will receive the ACJS designation of quality as an “ACJS-Endorsed” program.

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<sup>1</sup> These standards are a modification of the standards created and adopted by the Massachusetts Board of Higher Education (MBHE) in 2003 and are also based on the Standards established by the Northeastern Association of Criminal Justice Sciences. The ACJS thanks Dr. Lynette Robinson-Weening, Associate Vice Chancellor of the MBHE for her assistance and generosity in authorizing ACJS to use and modify the MBHE standards. For a history of the development of education quality standards in criminal justice, see M. Southerland, A. Merlo, L. Robinson, P. Benekos, & J. Albanese. “Ensuring Quality in Criminal Justice Education: Academic Standards and the Reemergence of Accreditation,” *Journal of Criminal Justice Education*, vol. 18 (March 2007), pp. 87-105.

## Quality Standards for the Baccalaureate Degree in Criminal Justice/Criminology

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### Section A: Program Mission and History

#### **Standards:**

- A.1 The program has a stated mission and set of purposes derived from and consistent with the overall mission and purposes of the institution of higher education.

#### Recommended Indicators:

- I-A.a. Statement of program mission and purposes [A.1]
- I-A.b. Statement of institutional mission and purposes [A.1]
- I-A.c. Statement demonstrating how program mission and purpose derived from and is consistent with institution's mission and purpose [A.1]

### Section B: Program Structure and Curriculum

#### **Standards:**

- B.1 The program clearly specifies and publishes program goals, objectives, and requirements. The institution's mission and purposes are reflected in the specific educational objectives of the program. Requirements for the program are based upon clearly defined and articulated learning objectives, including a mastery of the knowledge, methods of inquiry, and intellectual skills pertinent to the study of the causes, consequences, and responses to crime and its interrelatedness to other areas of inquiry.
- B.2 The program design is characterized by sufficient content, breadth, depth, coherence, and rigor appropriate to its higher education level. Individual courses and programs are dynamic and responsive to new developments in the field and modes of inquiry.
- B.3 The program and courses provide an opportunity for reflection and for analysis of the subject matter. Programs and courses offered on other than the usual semester/quarter hour basis, through distance learning modalities (online, hybrid, video-conferencing, or other means) or through different divisions of the institution (e.g., day division, evening division, continuing education division) demonstrate that students completing these programs or courses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods and modalities.
- B.4 The methods of evaluation of student performance are appropriate and consistent with established institutional and academic standards and are comparable to other programs throughout the institution.

- B.5 The broad scope of the field of criminal justice/criminology is reflected in the undergraduate curriculum and is a balanced presentation of the issues of the field. All baccalaureate degree programs must demonstrate that the content areas below are substantively addressed in the curriculum. Individual courses may address multiple content areas.

Table 1: Required Content Areas and Related Topics

<b>Content Area</b>	<b>Related content topics include but are not limited to:</b>
Administration of Justice	Contemporary criminal justice/criminology system, major systems of social control and their policies and practices; victimology; juvenile justice; comparative criminal justice, and issues of justice and equity.
Corrections	History, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders.
Criminological Theory	The nature and causes of crime, typologies, offenders, and victims.
Law Adjudication	Criminal law, criminal procedures, prosecution, defense, and court procedures, decision-making, and issues of justice and equity.
Law Enforcement	History, theory, practice and legal environment, police organization, discretion, police-community relations, socialization, and misconduct.
Research and Analytic Methods	Quantitative-including statistics-and qualitative, methods for conducting and analyzing criminal justice/criminology research in a manner appropriate for associate degree students.

- B.6 In addition to the content areas above, an undergraduate program in criminal justice/criminology includes a systematic examination of the issues of diversity and equity in criminal justice/criminology through either specific required courses and/or the integration of these issues within the program's curriculum. Further, programs should provide evidence that students are taught to employ ethical perspectives and judgments in applying this knowledge to related problems and changing factual situations.
- B.7 A variety of criminal justice/criminology electives are available consistent with faculty, resources, and program objectives. Some degree programs will offer concentrations in specific areas, depending upon the composition of the student body and faculty expertise.

- B.8 The purpose of undergraduate programs in criminal justice/criminology is to educate students to be critical thinkers who can communicate their thoughts effectively in oral and written form. Programs should familiarize students with facts and concepts and teach students to apply this knowledge to related problems and changing situations. Primary objectives of all criminal justice/criminology programs include the development of critical thinking; communication, technology, and computing skills; quantitative reasoning; ethical decision-making; and an understanding of diversity.
- B.9 The undergraduate criminal justice/criminology program affords students the opportunity to develop knowledge and skills above the introductory level through a logically sequenced, coherent, and rigorous body of coursework. Baccalaureate and associate degree programs should coordinate their curriculum efforts in order to facilitate transfer of students. No more than 50% of required criminal justice/criminology courses at the baccalaureate level can come from an associate degree program. A baccalaureate major in criminal justice/criminology should require one-third of its semester hours in criminal justice/criminology and related cognates.
- B.10 All undergraduate programs in criminal justice/criminology are part of a broadly based degree program with a balance of general education, required and elective courses in criminal justice/criminology and in related fields (cognates), and unrestricted electives wherever possible.

Recommended Indicators:

- I-B.a. Statement of program goals and objectives, including those for concentrations and options [B.1]
- I-B.b. Statement of all places where program goals and objectives are published including page numbers, if applicable, and copies of relevant pages of these publications [B.1]
- I-B.c. Indication that the institution's mission and purposes are reflected in the specific educational objectives of the program [B.1]
- I-B.d. Expected learning outcomes for each course [B.1]
- I-B.e. Demonstration that students' mastery of the program's stated learning objectives and outcomes are formally and systematically assessed prior to completion of the program with documentation of methods and measures utilized [B.1]
- I-B.f. Indication of where objectives of all criminal justice/criminology programs are taught in curriculum and how measured, including the development of critical thinking; communication, technology and computing skills; quantitative reasoning; ethical decision-making; and an understanding of diversity [B.1; B.3; B.6]
- I-B.g. Comparison of the mean grade point average of criminal justice/criminology students with the mean grade point average institution-wide [B.2; B.4]

- I-B.h. Statement regarding method used to ensure programs and courses are dynamic and responsive to new developments in the field and new modes of inquiry [B.2]
- I-B.i. Outline of curriculum, including required courses and number of semester/quarter hours in criminal justice/criminology, cognate areas, and elective courses [B.2; B.7; B.8; B.9]
- I-B.j. Course syllabi and copies of final exams, if applicable, for each criminal justice/criminology course [B.2; B.3; B.4]
- I-B.k. Comprehensive evaluation or capstone experience [B.3]
- I-B.l. Evidence, when applicable, that students taught on other than the usual semester/quarter hour basis, through distance learning modalities (i.e. online), or through different divisions of the institution acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods and modalities [B.3]
- I-B.m. Statement of methods used to evaluate student performance. Evidence that methods of evaluating student performance are comparable to other programs throughout the institution and that the methods are appropriate and consistent with institutional and academic standards [B.4]
- I-B.n. Indication of course(s) in which specific content areas are found in the core curriculum [B.5; B.8]
- I-B.o. Evidence that available criminal justice/criminology electives are consistent with faculty, resources, and program objectives [B.7]
- I-B.p. When degree programs offer concentrations, evidence that these concentrations are supported by student body composition and faculty expertise [B.7]
- I-B.q. Evidence that graduates are critical thinkers with effective oral and written communication skills [B.8]
- I-B.r. Evidence that graduates are familiar with criminal justice/criminology facts and concepts and can apply the knowledge to problems and changing situations [B.8]
- I-B.s. Explanation of rationale behind sequencing of courses [B.8]
- I-B.t. Evidence that the program coordinates curriculum to facilitate student transfer from associate degree programs [B.9]
- I-B.u. Undergraduate catalog [B.10]

## **Section C: Faculty for Baccalaureate Degree Programs**

### **Standards:**

- C.1 Criminal Justice/criminology faculty credentials, number, diversity of educational and professional experience, time commitment and performance are sufficient to accomplish the program's mission and objectives. Faculty specializations and status (full-time, part-time, emeritus, or other faculty holding a terminal degree in her or his discipline) are considered in recruitment and hiring decisions.

- C.2 Faculty holding terminal degrees in the field of criminal justice/criminology or fields appropriate to criminal justice/criminology are actively sought. Institutions do not have undue dependence on faculty who are graduates of their own programs.
- C.3 The institution employs an open and orderly process for recruiting and appointing faculty. Criminal justice/criminology program faculty members direct the search process for new program faculty members.
- C.4 All baccalaureate degree programs should strive to have all faculty members with terminal degrees. More specifically, two-thirds of all full-time faculty in baccalaureate degree programs must hold 1) a PhD in criminal justice/criminology or a closely related social science discipline, or 2) a JD and a Master's degree in criminal justice/criminology or a closely related social science discipline, or 3) a JD and demonstrated relevant experience in criminal justice/criminology (e.g., area of practice). When a faculty member holds a PhD in a closely related discipline, there should be evidence of experience in instruction, scholarship, and professional involvement, related to the fields of criminal justice/criminal law/criminology.
- C.5 A program's faculty (full-time equivalent or FTE) to student ratio must comply with the standards of that region's institutional accrediting body (e.g., Middle States Association).
- C.6 Faculty assignments and workloads allow adequate time to provide effective instruction, advise and evaluate students, continue professional growth, and participate in scholarship, research, and service compatible with the mission and purposes of the institution and program.
- C.7 Graduate teaching assistants are qualified in terms of education, experience, and training in the field of criminal justice/criminology and are usually engaged in teaching only lower-level undergraduate courses. Where graduate teaching assistants are employed, the program carefully selects, trains, supervises and evaluates them.
- C.8 Faculty categories (e.g., full-time, part-time, adjunct) are clearly defined, as is the role of each category in fulfilling both the program's and the institution's mission and purposes. Orientation, oversight, evaluation, and professional development opportunities are provided for all faculty, including part-time and adjunct faculty. Criminal justice/criminology faculty members take advantage of these opportunities and take initiative in ensuring their continued competence and growth as teachers and scholars.
- C.9 Faculty members are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective procedures for the regular evaluation of faculty appointments, performance, and retention.

- C.10 At least two-thirds of the core required courses for the degree that are offered within the program itself are taught by full-time faculty.

Recommended Indicators:

- I-C.a. Faculty vitae or Faculty Profile Form, including recent professional contributions [C.1; C.2; C.4; C.6; C.8]
- I-C.b. Documentation of faculty recruitment efforts (newspaper advertisements, professional journal announcements, etc.) [C.1; C.2]
- I-C.c. Description of process for recruiting and appointing criminal justice/criminology faculty including all personnel involved at each step [C.3]
- I-C.d. Table of all faculty currently teaching in the program by full- and part-time status. Indicate the course number, and name of courses taught by semester or quarter for the past two years. For each course, indicate the time, day, credit hour, location (to include online) and whether the course is graduate or undergraduate level. Also indicate whether the course fulfills day, evening, or off-campus program requirements, if applicable [C.4; C.6; C.7; C.10]
- I-C.e. Indication that the number of FTE students and majors complies with the standards of that region's institutional accrediting body (e.g., Middle States Association); provide the standards and formula [C.5]
- I-C.f. Teaching load for all faculty [C.6]
- I-C.g. Vitae of graduate teaching assistants, if applicable [C.7]
- I-C.h. Description of selection, training, supervision and evaluation of graduate teaching assistants, if applicable [C.7]
- I-C.i. Evidence that the role of each faculty category is clearly defined in fulfilling the program and institution's mission and purposes [C.8] I-
- C.j. Description of orientation program for new faculty [C.8]
- I-C.k. Institution funds spent on professional development [C.8]
- I-C.l. Evidence of faculty effectiveness [C.9]
- I-C.m. Samples of performance evaluation forms [C.9]
- I-C.n. Faculty awards, recognitions [C.9]
- I-C.o. Indication of full-time and part-time, and FTE instructional faculty, by program [C.10]
- I-C.p. Full-time/part-time faculty ratio [C.10]

Other Supporting Materials:

- I-C.q. Institutional policy on hiring of faculty [C.3]
- I-C.r. Faculty handbook [C.8]
- I-C.s. Institution's faculty development policy [C.8]
- I-C.t. Faculty evaluation policy and process [C.9]
- I-C.u. Collective bargaining agreements, where appropriate [C.9]



## **Section D: Admission and Articulation**

### **Standards:**

- D.1 The institution specifies and publishes requirements for admission into, continuation in, termination from, or re-admission to its criminal justice/criminology program(s), which are compatible with its educational purposes. Graduation requirements are clearly stated in appropriate publications and websites and are consistently applied in the process for awarding degrees. Degrees awarded accurately reflect student attainments.
- D.2 No credit toward graduation is awarded for pre-collegiate level or remedial work designed to prepare the student for collegiate study.
- D.3 Only credit from institutions that are accredited by their regional higher education accrediting body is accepted for transfer into an undergraduate criminal justice/criminology program. No academic credit for criminal justice courses counting in the degree program is awarded by the criminal justice/criminology program for life experience or for military, police academy, or other professional training, except for internship and service learning courses that originated from accredited academic institutions rather than a training academy, the military, or continuing education credits.
- D.4 Two-year and four-year colleges and universities enter into articulation and joint admission agreements whenever possible to clarify curricular issues and academic expectations for both parties. These agreements reflect discussion of how best to advise and prepare students at two-year schools who are considering four-year degrees.
- D.5 No more than 10 percent of the criminal justice/criminology major credits are completed through knowledge-based examinations (e.g., CLEP). All credit earned through examination is clearly documented on the student's official transcript by specific course designations and numbers, including the source of the credit. Awarding blanket credit for criminal justice/criminology courses in a "block" is not allowed (e.g., "12 hours criminal justice credit").
- D.6 The institution awards degrees only to those students who have earned at least 50 percent of the credit hours in the criminal justice/criminology program through instruction offered by that institution.

### **Recommended Indicators:**

- I-D.a. Undergraduate Catalog [D.1; D.2; D.3; D.5; D.6]
- I-D.b. Admission requirements and policies for the program and for the institution as a whole [D.1]
- I-D.c. Statement of all places where program admission requirements and policies are published and copies of relevant pages of such publication(s) [D.1]
- I-D.d. Enrollment and retention reports [D.1]

- I-D.e. Transcripts of current students and recent graduates [D.1; D.2; D.3; D.5; D.6]
- I-D.f. Transfer policy including policy on credit for non-academic learning [D.3]
- I-D.g. Agreements leading to the award or waiver of credit or payments for credits earned outside of the institution [D.3]
- I-D.h. Signed articulation agreements [D.4]
- I-D.i. Report of credits awarded through knowledge-based examinations [D.5]

## **Section E: Resources**

### Standards:

- E.1 The program has sufficient suitable and safe facilities (including classrooms, laboratories, and offices), equipment and services (e.g., computing technology and support), and administrative and budgetary resources to meet program objectives and the needs of faculty and students across all modes of program delivery (i.e., on campus, hybrid, and online).
- E.2 Faculty and students have access to library and information resources, services, facilities, and staff sufficient to support its teaching and learning environment, research, and service mission of the program.
- E.3. Faculty and students have access to information technology infrastructure, resources and services to provide a reliable, secure, and robust environment conducive for teaching, learning, and research.
- E.4 A program's resources must be in compliance with the standards of that region's Institutional accrediting body (e.g., Middle States Association).

### Recommended Indicators:

- I-E.a. List and description of available classrooms, offices, and labs assigned or otherwise available for criminology/criminal justice [E.1]
- I-E.b. Measure of compliance with ADA accessibility for physical facilities [E.1]
- I-E.c. Description of available administrative support for the program [E.1]
- I-E.d. Budget for criminal justice/criminology program(s) for past three years [E.1]
- I-E.e. The library has the infrastructure to collect, organize, provide access, and preserve collections needed by faculty and students [E.2]
- I-E.f. Library facilities are adequate to foster a safe and secure physical and virtual environment conducive to study and research [E.2]

I-E.g. The library develops resource guides to provide guidance and multiple points of entry to information [E.2]

I-E.h. List of databases and serial collections available to faculty and students [E.2]

I-E.i. Comparison of eBook and print collection to the Library of Congress call number ranges for criminal justice [E.2]

I-E.j. Streaming and physical Film collection [E.2]

I-E.k. Number and type of information literacy sessions conducted for criminal justice/criminology courses. Provide evidence of progress in information fluency skills, ideally through pre and post assessment [E.2]

I-E.l. Number (and percentage) of criminal justice/criminology courses in which librarians are embedded within learning management system courses [E.2]

I-E.m. Library personnel have education and experience sufficient to their positions and the needs of the organization. Vitae of librarians [E.2]

I-E.n. Assessment results of use of library and information resources and facilities by criminal justice/criminology students and faculty with evidence collected in ways most appropriate for each institution [E.2]

I-E.o. Inter-library loan process and assessment of use [E.2]

I-E.p. List of technology and software available to faculty [E.3]

I-E.q. Description and location of technical support services, knowledge base, and trainings to support learning management system, software, and technical assistance [E.3]

I-E.r. Acceptable Use Policy (faculty and students, on campus and remote) [E.3]

I-E.s. Data management and protection policy [E.3]

I-E.t. Indication that the program's resources comply with the standards of that region's institutional accrediting body (e.g., Middle States Association); provide the standards and formula [E.4]

## **Section F: Student Services**

### **Standards:**

- F.1 The program provides an environment that fosters the intellectual and personal development of its students, consistent with its mission and purposes.
- F.2 All students in the criminal justice/criminology program have access to appropriate and effective orientation, academic advisement, career development, and placement counseling.

- F.3 The institution systematically identifies the characteristics and learning needs of its criminal justice/criminology student population and makes provision for responding to them.

Recommended Indicators:

- I-F.a. Student handbook [F.1]
- I-F.b. Satisfaction survey results of students, graduates, alumni, and employers [F.1]
- I-F.c. Summary of academic support services including location/points of access [F.2]
- I-F.d. American Disabilities Act (ADA) requirements [F.2; F.3]
- I-F.e. Demographic profile of admitted students [F.3]
- I-F.f. Evidence of method to assess student learning needs and provision for responding to them [F.3]

## **Section G: Integrity**

### **Standards:**

- G.1 The criminal justice/criminology program exemplifies high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, external agencies and organizations, and the general public. The program must be in compliance and in congruence with the *ACJS Code of Ethics*.
- G.2 The program presents itself to students and other members of the interested public by providing information that is clear, complete, and accurate.
- G.3 Appropriate publications (print or electronic) contain the criminal justice/criminology program's mission, objectives, and expected educational outcomes; requirements and procedures and policies related to admissions and the transfer of credit; student fees, charges and refund policies; rules and regulations for student conduct; other items related to attending or withdrawing from the program; courses currently offered; academic policies, procedures and requirements for the criminal justice/criminology degree or other relevant forms of academic recognition.
- G.4 The program's relevant website and printed materials include a list of all current faculty, indicating departmental or program affiliation/status (for example, full or part-time, graduate faculty, emeritus), and showing degrees held and the institutions granting them.
- G.5 The criminal justice/criminology program clearly indicates whether any offerings, courses, services, or personnel are not available during a given academic year. It does not list as current any courses not taught for two consecutive years, which will not be taught during the third consecutive year.

G.6 The criminal justice/criminology program has readily available valid documentation for any statements and promises regarding such matters as program excellence, learning outcomes, success in placement, and achievements of graduates or faculty.

Recommended Indicators:

- I-G.a. Evidence of high ethical standards in management of the program and in dealings with students, faculty, staff, external agencies and organizations, and the general public [G.1]
- I-G.b. Grievance/complaints and appeals procedures [G.1]
- I-G.c. Program copy of the *ACJS Code of Ethics* [G.1]
- I-G.d. Evidence of compliance and congruence with *ACJS Code of Ethics* [G.1]
- I-G.e. Undergraduate catalog [G.2; G.3; G.4; G.5; G.6]
- I-G.f. Program publications, including brochures, posters, web pages [G.2; G.3; G.4; G.5; G.6]
- I-G.g. List of courses taught for previous three years [G.5]
- I-G.h. List of courses not taught in previous three years [G.5]
- I-G.i. Documentation for statements regarding program excellence, learning outcomes, success in placement, etc. [G.6]

## **Section H: Program Quality and Effectiveness**

### **Standards:**

- H.1 The program undergoes systematic evaluation of all program components and uses the results for program improvement.
- H.2 The program demonstrates that its graduates have acquired the knowledge and developed the skills that are identified as the program's objectives and student learning outcomes.
- H.3 The program demonstrates that students completing courses in non-traditional time periods and modalities (e.g. online or hybrid), in different divisions, and at satellite or branch campuses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods, modalities and locations.
- H.4 The institution periodically reviews the program under established, clearly defined institutional policies and uses the results to improve student learning and program effectiveness. The review includes an assessment of effectiveness, currency, and continued need.

Recommended Indicators:

- I-H.a. Documented program assessment plan [H.1]

- I-H.b. Indication of where program objectives are taught in curriculum, how learning outcomes are measured prior to graduation, and the results of such assessment [H.2]
- I-H.c. Evidence demonstrating that the program is achieving its mission, goals, objectives and outcomes [H.2]
- I-H.d. Results of program evaluation including graduate satisfaction with program, student satisfaction with advising, employer satisfaction with graduates; retention and graduation rates; placement rates [H.2]
- I-H.e. Analysis of student evaluations of teaching [H.3]
- I-H.f. Evidence that students completing courses in non-traditional time periods and modalities (e.g. online and hybrid), in different divisions, and at satellite or branch campuses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods, modalities and locations [H.3]
- I-H.g. Reports from institution's program reviews, indicating cycle of reviews, findings, and related program improvements [H.4]

Other Supporting Material:

- I-H.h. Institution's policy on academic program review [H.4]
- I-H.i. Institution's program assessment policy [H.4]

**Section I: Branch Campuses, Additional Locations, and Other Instructional Sites and Modalities**

*In addition to Standards A-H above, Standards I.1-I.4 are applicable to courses and programs offered off-campus.*

**Standards:**

- I.1 Criminal justice/criminology courses and programs offered at branch campuses, additional locations, online/hybrid format, and other instructional sites must meet the standards and educational objectives of the home institution. Such activities are integral parts of the institution and maintain the same academic standards as courses and programs offered on-campus or in more traditional formats.
- I.2 Students have ready access to appropriate learning resources, including adequate technical support as part of any distance education (e.g., online) course delivery. Sufficient library and information resources and services are readily accessible to students wherever the program is located or however it is delivered, and sufficient and appropriate orientation and training are provided for their use. The facilities foster an atmosphere conducive to inquiry, study, and learning among program students, faculty and staff.
- I.3 The institution maintains direct and sole responsibility for the academic quality of all aspects of the program. On-campus faculty has a substantive role in the design and implementation of off-campus and/or online programs.

- I.4 If there are programs available to students via distance technology (e.g., online) or other means, such as off-site instruction is conducted in a manner that maximizes student-faculty interactions and ensures quality. Standards for all programs (residential, nonresidential, face-to-face, and distance education/online) should be comparable.

Recommended Indicators:

- I-I.a. Description of all instructional sites where undergraduate courses are taught [I.1]
- I-I.b. Table of all faculty currently teaching in the program by full and part-time status and by site where, or modality through which courses are taught. Indicate the course number, and name of courses taught by semester or quarter for the past two years. For each course, indicate the time, day, credit hour, and whether the course is graduate or undergraduate level. Also indicate whether the course fulfills day or evening program requirements, if applicable, and whether distance technology is used [I.1; I.4]
- I-I.c. Evidence that courses and programs at off-campus sites/online meet the standards and educational objectives of the home institution [I.1]
- I-I.d. Program enrollment data by instructional site/modality [I.1]
- I-I.e. Summary of academic support services and learning resources available at each location or by each modality (e.g., on-campus vs. online) [I.2]
- I-I.f. Description of facilities available at each physical location or to students learning online [I.2]
- I-I.g. Description of who designs, maintains, and directs each off-campus and/or online program [I.3]
- I-I.h. Organizational charts [I.3]
- I-I.i. Access to disability services for distance and remote students [I.4]
- I-I.j. Evidence that off-site instruction maximizes student-faculty interactions and is high quality [I.4]