

**Accrediting Commission For Law And Justice Education
Standards**



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INTRODUCTION

The Accrediting Commission for Law and Justice Education is a private, nonprofit organization that provides program accreditation for law and justice education programs as well as other professional training programs related to the law and justice professions. The primary purpose of the organization is to ensure that each accredited institution:

- Maintains the highest standards of instructional sufficiency and effectiveness.
- Promote the most effective methods of instruction for law and justice education.
- Assures that the requirements of the profession are reflected within the curriculum.
- Promote academic excellence within its instructional programs.

ACLJE recognizes that the accreditation process is voluntary on the part of a college or university, however the accreditation process should be viewed as an approach by which law or justice programs can be assured that they are meeting or exceeding the high standards demanded by their profession.

When a school or college applies for accreditation they are accepting a commitment to demonstrate compliance with the standards of accreditation. The first part of the compliance process is the self evaluation. In the self evaluation the school or college will be assessed by a minimum three interested parties: the faculty, the students, and the school or university administration. This examination process provides all stakeholders with the opportunity to internally examine various aspects of the program and to identify processes and practices that the school is doing right, as well as those which need to be improved upon, before the final accreditation process steps are initiated. After initial accreditation is provided by ACLJE, this process of self evaluation should continue to remain in place by the school or college, as it is

recognized that schools and universities who desire to maintain excellence are continually on the alert for improvements that can be made to their organization.

The primary responsibility of meeting accreditation standards and then continual compliance with accreditation standards remains with the school or university seeking accreditation. While the Commission will utilize its own examination processes to determine if the school or university is meeting the accreditation standards (such as the onsite team observations) the final accreditation decision is made by the ACLJE commissioners and considers the entire accreditation review process (self evaluation and Commission investigation and review). Schools and universities will remain responsible for supplying the Commission with all requested documentation regarding the schools compliance, both during the initial accreditation process and on a regular basis, as determined by the accrediting organization.

ACCREDITATION ELIGIBILITY REQUIREMENTS

- To be considered for accreditation the law or justice program must meet the following minimum requirements:
- It shall be a program within an institution of postsecondary education offering certificates or diplomas or an institution which offers associates, bachelors, masters, or doctorate degrees in law or justice related academic programs designed to educate students for professional, technical, or occupational careers.
- The school or university within which the programs operate should be legally organized and licensed by the appropriate state agency for post secondary institutions or the appropriate state agency if the program is considered a non-institutional entity.

- The mission statement of the law or justice program will contain a statement which reflects the organizations intentions to provide students with the knowledge and skills needed to enhance their professional careers.
- The school or university shall be in compliance with all applicable laws and regulations.
- The organization of the school or university within which the program operates will be as a corporation, limited partnership, sole proprietorship, or as a limited liability company.
- At the time of the initial application the school or university should be financially sound with appropriate resources for successful operation and discharge of its obligations to students.
- The evaluation for the accreditation process must be authorized by institution.

THE ACCREDITATION PROCESS

Phase One: Initial Accreditation

The school must first submit an application for accreditation for each program the Commission will review.

Once received the application for accreditation will be reviewed by the Commission to determine eligibility of the law or justice program. Before initial approval is given and the accreditation process initiated the Commission must have the original application and supporting documents from the institution.

The school or university may choose to schedule a preliminary visit by a Commission representative, who will review the accreditation process in more detail with the organizations representative. With the approval of the law or justice program seeking accreditation this meeting may take place in a virtual environment, such as a videoconference.

The law or justice program will then complete the Self Evaluation Report and submit it to the Commission for review. This is a self assessment of the law or justice program in which the program determines current standing in meeting the Commission standards and provides the program with a template in which to work towards future full accreditation status. The program also will issue at that time a statement to the Commission that it understands the educational objectives set out by the Commission and intends to work towards full compliance with the standards set out by the Commission on or before the end of the full accreditation process (5 years). Based upon the self-study report results a decision will be made by the commission whether to offer the school or university initial accreditation.

The self evaluation report should also be inclusive of a written institutional effectiveness plan that identifies how the program plans to assess and provide continuous improvement to its law and justice programs. Additionally, the plan should address the programs ability to meet educational and occupational objectives of the program. This document should reflect short term objectives that are to be accomplished in order to achieve the mission of the program along with long term goals for the program. The purpose of this plan is to not just outline strategic objectives of the program but also is reflective of the programs abilities and commitment to completing the evaluation process towards eventual full recognition.

Areas to be included in self evaluation report and institutional effectiveness plan:

(1) The accreditation standards for preliminary accreditation:

- a) Academic Honesty
- b) Administration
- c) Course development

- d) Faculty
- e) Mission and Purpose
- f) Shared governance
- g) Students
- h) Resources and Financial Stability

See accreditation standards for more information regarding the above areas.

Phase Two- Full Accreditation

Upon reviewing the evaluation reports provided to the Commissioners by the program evaluators and the documentation provided to the Commission by the law or justice program seeking accreditation the Commissioners will then make a final decision regarding full accreditation and recognition status. This final accreditation decision will be made by a minimum of three of the Commissioners, chosen at random by the Executive Director of ACLJE to review the law or justice programs.

If a decision is made not to grant full accreditation and recognition status the Commission will provide the law or justice program with documentation of the Commission decision and the program will be given the opportunity to comply with the standard(s) that are not being made within 12 months from the original Commission decision date.

The program may also file an appeal of the Commission decision within 30 days of the date the decision was made for non full accreditation status. Upon receipt, the ACLJE Commissioners will be called upon to review the programs appeal and make a final decision on granting full accreditation.

Accreditation Withdrawn

The withdrawal of accreditation may take place upon the expiration of an existing grant of accreditation or accreditation may be withdrawn before its expiration date.

Revocation

Can occur for the following reasons:

- a) A program may notify ACLJE that it has closed or ceased operations.
- b) The institution has been suspended and does not challenge the suspension within 30 days receipt of the suspension notice.
- c) The institution fails to file the annual report required by the Commission.
- d) The institution fails to pay its annual fees, application fees, evaluation fees, or other assessed fees.

Revocations may not be appealable and require that the program start the accreditation process again, undergoing the entire accreditation process to regain accreditation.

Suspension

Suspension may occur when, in the judgment of the ACLJE the program no longer complies with the criteria.

Examples of reasons for suspension:

- a) The program is determined by ACLJE to not be in compliance with Commission criteria.
- b) Annual reports fail to conform to Commission reporting requirements.

- c) There are substantial or significant changes made to a program without program notice to ACLJE of these changes, such as in the programs operations, structure, governance, ownership, control, location, facilities, or programs of study.
- d) The program does not respond to Commission attempts to make a site visit and evaluation.
- e) The program has deviated from criteria or other directives of the ACLJE.

Show Cause Directive:

If a program is subject to suspension actions the institution will be provided in writing with alleged deficiencies and invited to "show cause" why its accreditation should not be suspended. It may be possible that the program can show the ACLJE that it has corrected the deficiencies upon which the directive was based. The executive director of ACLJE may lift the show cause directive if, in their opinion, the program provided sufficient documentation that the noted deficiencies have been rectified by the program.

Guarantees:

Any program that is subject to suspension is guaranteed the following procedural rights:

- a) The opportunity for a hearing before ACLJE on all issues in controversy.
- b) To have written notice given before any hearings are held, any charges are levied, and a notice of the standards the program will be judged.
- c) A copy of the decision made by the Commission and reasons for the ultimate decision.
- d) If the Commission affirms the withdrawal of accreditation by way of suspension, the appeal shall be deemed to be finally disposed of upon issuance of the decision.

COMPLAINT PROCESS

Any law or justice program that has been accepted into the initial accreditation process or has been accredited by the ACLJE will have a complaint policy to accept, address, and respond to any complaints received by an eligible party.

Any complaint that is received will be reviewed in a timely manner by the Commission. In certain cases the complaint may be forwarded to the appropriate state or federal licensing organization if appropriate and if the complaint addresses matters over which the organization has authority.

The Commission will not be involved in any individual case of disciplinary actions taken against an individual regarding admission, graduation, fees, and other similar points unless the context of the complaint indicates unethical or unprofessional actions that may seriously impair or disrupt the educational services of an applicant or an accredited school.

How to file a complaint:

- a) All complaints to the Commission must be received in writing.
- b) Complaints, as a minimum, should include:
 - A statement of the allegation of non-compliance with ACLJE standards;
 - All names, dates, and a brief description of the actions forming the basis for the complaint.
 - Any supporting documents or materials that support the complaint.
 - A signed release form authorizing the Commission to forwards a copy of the complaint, including the identification of the complainant, to the program director or authorized representative of the program.

- c) The Commission will acknowledge receipt of all complaints within a ten day period from time the complaint was received.
- d) An initial review will be done by the Commission of the complaint to determine whether the complaint that is alleged is related to the schools accreditation standards or requirements. After an initial review if the Commission finds the complaint to not be under the authority of the Commission or the accreditation standards the Commission will notify the complainant of such and the matter will be closed.
- e) The response from the program should indicate all defenses to the allegations and should also include any documentation or other supporting materials the schools deems necessary to demonstrate compliance with accrediting standards.
- f) The Commission may require at any time during the investigation phase of a complaint that the complainant or the program provide the Commission with additional information to resolve the complaint. If a request is made to a party or a program for more information the parties have 30 days from the date the correspondence was mailed to the respective parties to respond with the additional requested information. If this information is not received within the 30 day window any additional information that is received may not be considered as a part of the complaint.

Complaint Actions:

- At the conclusion of the complaint investigation if a finding is made against a program that establishes non-compliance action may be taken against the program ranging from suspension to full revocation of accreditation.

- If the complaint is unfounded or is found not to address the accreditation standards of the commission the matter will be considered closed by the Commission.
- The commission will inform complainants of the status of their complaint as well as final resolution by the Commission. A copy of this correspondence will also be sent to the school for their files.

EVALUATION TEAM

The initial evaluation team will consist of experienced professionals selected and approved by the Commission. In the early stages of the evaluation process the evaluation team will review documentation provided to the ACLJE by the school or university to determine whether it should be granted initial recognition status. The end goal of the evaluation team is to ascertain whether the school or university in fact have met or exceeded the program objectives and the accreditation standards set by the Commission. A minimum of three ACLJE Commissioners will then review all documentation and will make the final decision of whether to grant the programs initial accreditation status.

The size and composition of the evaluation team will be at the discretion of the Commissioners and is normally based upon the size of the law or justice program seeking accreditation. Ideally at least one team member will be from another ACLJE institution and one from a non affiliated ACLJE accredited institution. All evaluators will be selected from among educators, executives, and practitioners from the field of criminal justice or law.

A staff member of ACLJE will accompany the evaluation team to any on site visits in order to assure consistency, to provide technical assistance and guidance on accreditation standard, and to

serve as a liaison between on site evaluators and the Commission. If a staff member cannot accompany the site evaluators a qualified contractor may be substituted.

Expenses for all team members and any staff members that may accompany the evaluation team shall be paid by the program seeking accreditation. The school or university is required to submit a deposit prior to the visit, which will be applied toward the expenses of the evaluation team.

POST VISIT PROCESS

After the initial evaluation report is completed the ACLJE office will send a copy of the report to the law or justice program director or other designated administrative person supplied to the ACLJE by the program for their review and comment. The program director or other designated administrative personnel will then be provided with a time frame by ACLJE in which to respond in writing regarding the initial evaluation findings if they so desire. In this correspondence the program director of the law or justice program should also indicate the school or university commitment to comply with all standards of the commission and its intentions to seek full recognition status within the given time frame (5 years).

The Commission will also be provided with the institutions self evaluation report, any institutional response to the original evaluation reports, the institutions current catalog, and any reports provided from state and federal regulatory organizations if applicable.

COMMISSION ACTIONS

Any actions by the commission regarding accreditation or renewal or accreditation is to be made in consideration of evaluators reports, the institutions self evaluation report, any institutional

written response to the original evaluation reports, the institutions current catalog, and any reports provided from state and federal regulatory organizations. At any stage of the process the seriousness and scope of any identified deficiencies will be taken into account before a final decision for accreditation or continuing accreditation is made. The institutions willingness to make changes where deficiencies are noted and their ability to overcome such deficiencies will be considered in any decision to move forward with the accreditation process.

MAINTENANCE AND CONTINUATION OF ACCREDITATION

It is expected that the law or justice program who is successful in the final accreditation process will maintain, on a continuing basis, the activities and processes which led to the institution being provided accreditation status by ACLJE. Each law and justice program will provide an annual report to the Commission regarding ongoing accreditation efforts. After full accreditation status is granted the Commission will require a site visit by commission evaluators every 5 years to retain full accreditation status.

Any problems noted by the law or justice program, and any solutions offered, will be supplied in an annual institutional report to the Commission, due on or before December 31st of each year.

This annual report should be signed by the program director of the law or justice program.

Failure to submit this report may result in revocation of the institutions accreditation.

All programs wishing to continue accreditation are required to pay annual renewal fees, and user fees, evaluation visits deposits and expenses, and other assessed costs on or before the anniversary date of the institutions original accreditation by ACLJE.

Where applicable ACLJE will determine average retention rates and placements rates based upon information supplied to the Commission by the law or justice program. Interests in retention rates are focused primarily on insuring that students who are denoted to be "at risk" are being supplied with appropriate educational resources or opportunities by the university or instruction staff. It is recognized by the Commission that there are student personal issues that are beyond the direct control of the school or university which affect retention rates, such as financial and family issues, lack of student commitment to the program, etc. Placement refers to the actions taken by the university to assist student in gaining employment after graduation. The Commission recognizes that the school or university is not directly responsible for obtaining employment for graduating students, however the university should, as a regular practice, attempt to assist students in finding gainful employment when appropriate. This effort by the law or justice program does not imply an obligation to find a student "gainful employment".

EVALUATION OF NEW PROGRAMS

Any new program initiated by a school or university should be approved by the Commission before the institution begins delivery and accepting students into the new program. It is required that the school or university forward to the Commission an outline of the program, proposed course descriptions, description of the mode of delivery, and any supporting program documentation the school or university feels would assist the Commission in assessing the new program. Once approval is given the school or university will have one year to initiate the new program. Any program that has any pending negative actions by the Commission will not have a new program approved until the pending matter is resolved.

The below listed changes to an existing program also will require Commission approval:

- a. Any change of 25% or more in existing contact hours, credit awarded, curriculum content, or program length of the currently approved program;
- b. A change in academic measurement from clock hours to credit hours or a change from quarter to semester credit hours or vice versa;
- c. Any additions or deletions of courses offered that may change the overall objective of the currently approved program.
- d. A change of location or name of the program.
- e. The addition of a new degree program.
- f. The addition of distance education as a means of program delivery.

Any other substantial changes to current programs require the submission of a new program application form.

It is imperative that any new proposed programs assure ACLJE that any changes in the existing program or the addition of a new program conforms to the stated mission of the institution and the current program offerings.

If a new program offering complements the general and occupational objectives upon which the institution has previously been evaluated and accredited by ACLJE ordinarily no further evaluation will be required at the time of approval.

If in fact a new program is determined to be substantially different in course content, general or occupational objectives, ACLJE may direct that an evaluator visit be conducted before granting accreditation.

Teach Out Plans

The Commission requires a program to submit an approved teach out plan upon any of the following events:

- a) If a school intends to close or is unable to financially discharge its obligations to students;
- b) When the ACLJE receives a notice from a state licensing authority that the schools license to operate has been revoked;
- c) If the commission takes action to revoke a schools accreditation;
- d) When the Commission receives notification that the U.S. Department of Education that an emergency action has been initiated;
- e) When the Commission otherwise determines that the submission of a Teach Out plan is appropriate.

The Commission will require a program to submit a Teach Out Plan in the event of any of the following events:

- a) If a school voluntarily discontinues a program;
- b) When the Commission receives notification from state or federal authorities that the schools license or authorization to offer a program will be or has been revoked;
- c) When the Commission takes action to suspend or revoke the accreditation of a program.

The Commission requires any plan that will utilize other outside organizations to fulfill the obligations of the law or justice program to first seek approval by ACLJE before commencing its educational activities.



ACCREDITING COMMISSION FOR LAW AND JUSTICE EDUCATION

ACCREDITATION STANDARDS

Institutions of higher learning and their professional educators play pivotal role in the process of maintaining the high standards required by the profession. The goal of the ACLJE accreditation process is to ensure that the legal and justice programs provided by an institution of higher learning not just meet, but surpass those high standard needed by the two professions. ACLJE is committed to the goal of the accreditation process and assisting schools and universities excel at what they do, which is providing exceptional learning opportunities to students seeking to become professionals in the fields of law and justice.

Standard 1.0

PROGRAM MISSION AND PURPOSE

- I. The law or justice program mission statement will be derived from and consistent with the overall mission and purposes of the institution. The mission of the program should ensure that the programs mission is appropriate to the field of study (law or justice). The program should also have the resources, programs, and services to accomplish and sustain the mission, and the program should clearly specify educational objectives that are consistent with its mission and appropriate to the degrees offered by the school or university.
- II. The purpose of the law and justice programs is to educate students to be critical thinkers who can communicate their thoughts effectively in both oral and written form, as well as

to instill a comprehensive knowledge of the professions of law and justice and their interrelatedness to other areas of inquiry. Programs should strive not only to familiarize students with facts and concepts but, more importantly, teach students to apply this knowledge to related problems and dynamic situations. Primary objectives of all law and justice programs include the development of critical thinking; communication; quantitative reasoning; and ethical decision-making.

- III. ACLJE recognizes that the commitment to, and process adapted by law and justice programs, should not only be rigorous and reflect the highest standards of the professions but also that the programs in the accreditation process are committed to excellence and continuous improvement in their law and justice programs.

Standards qualifiers:

- a) Statement of the law or justice mission statement and purposes and explanation of who is involved in the development of the programs mission statement.
- b) Copy of current curriculum with course descriptors (or course catalogue).
- c) Commitment to excellence and continuous improvement statement, consisting of examples of how the college or university is addressing the needs of the professions of law or justice through its academic programs.

STANDARD 2.0

STUDENTS

Learning outcomes

- I. Law and justice programs will have in place a remediation effort for those students who are identified as having topical weaknesses preventing them from succeeding. For example, if a student is having grammatical or formatting problems the school will make

those resources available (or known to) the student to assist the student in resolving those deficiencies. These resources can be proprietary resources (library) of the school or university or may be acceptable outside resources (online resources) that students can utilize. While the Commission recognizes the inability of the school or university to demand student enrollment, attendance, or attention to these resources there remains a responsibility by the school or university to apprise the student of these resources.

- II.** Faculty who become aware of student deficiencies during the session will make efforts to advise students of supportive services offered by the law or justice program or other outside resources. This notification to the student can be verbal notification or written (email or other correspondence).

Support Services

- I.** The law and justice program should provide an environment that fosters the intellectual and personal development of its students, consistent with its mission and purposes. Students should be provided with a copy of programs mission statement upon acceptance into the law or justice program along with a statement by the program director of the commitment of the law or justice program to engage the students support in the attainment of that mission.
- II.** The law and justice program students should be provided with appropriate and effective orientation, academic advisement, career development and placement counseling. Placement counseling will consist of the school or university providing students with employment leads they may receive from interested outside organizations. The Commission recognizes that university attendance or graduation is not a guarantee of employment.

- III.** The law or justice program should continually make efforts to identify the characteristics and learning needs of its criminal justice student population and makes provision for those needs. The program will engage the students as well as outside professionals in the respective fields of law and justice in these program improvement efforts, recognizing that student success is not simply the product of one or more faculty representatives but all who are stakeholders in the educational process.
- IV.** The law or justice program should have the facilities, equipment, information and technical resources to meet the programs objectives and support the needs of faculty and students.
- V.** Students should have access to a library (ground library or virtual library) and other similar informational resources that are sufficient in quality, quantity, and currency to support and enrich the programs offerings.
- VI.** Counseling and guidance should be available to the students and published by the law or justice programs in a conspicuous place, such as in the university catalogue or in other correspondence supplied by the law or justice program. If no one on staff is available to provide these services in the law and justice program then at minimum the program should have additional resources at the school or university or from other outside resources that they may provide to the student to meet this obligation. This counseling and advising are understood to be in the areas of educational or occupational advising.
- VII.** The program will publish clear and comprehensive statement of student's rights and responsibilities. A clear process for collecting, investigating, and responding to student complaints should be developed by the programs administration.

VIII. The program will maintain the confidentiality of all student's records by providing that adequate security measures are taken to avoid disclosure of personal and private student information.

Selection criteria

It is the responsibility of the law or justice program to establish its own admissions criteria. The responsibility of the ACLJE is to ensure that all are accepted are provided with equal educational opportunities as required by law. Educational outcomes are the responsibility of the individual student, while equal access and opportunities to engage in learning initiatives are the interest of the ACLJE.

Minimum criteria:

- I.** The student should have, before acceptance into a law or justice program, at minimum, a high school degree or its equivalent. Approved testing to determine eligibility is encouraged of all law and justice educational program; however the Commission recognizes not all schools or universities use the same criteria for testing of students. Additional academic and career advising is also recommended to determine a good "fit" of prospective students for the law and justice program.
- II.** The final decision to accept a student into the law and justice program is the primary responsibility of the individual law or justice program, although it is required that proper records be kept of decisions to accept, accept with probationary status, or full acceptance to ensure equal opportunity and access is being provided by the program.

- III. All criteria or standards for acceptance should be posted by the school in the offices of the law or justice program as well as provided to each and every applicant into the law or justice program.
- IV. Any decision of acceptance or non-acceptance should be adequately explained to the applicant in a written format and sent directly to the last known physical address of the applicant.

Recruitment:

- I. The program should maintain the highest ethical standards concerning student recruitment practices. An example of improper recruitment practices would be making statements of outcomes of a student's employability upon retaining a degree or certificate from the university or the promise of grants that may or may not be available once a student has gained admission.
- II. A representative of the law or justice program should make efforts to meet annually to inform the admissions office of any changes in program structure or admissions requirements for their programs.
- III. A program must comply with any applicable state or federal laws regarding recruitment.
- IV. A program cannot make any promises to prospective students of outside employment.

Student remediation efforts

- I. The program should seek the guidance of faculty as well as administrative efforts at identifying successful remediation programs, whether those programs are internal or offered by outside resources.

- II.** A listing of possible remediation resources should be provided to each faculty member, however it should be the responsibility of the individual faculty member to determine what type of resource(s) are most appropriate for their students situation.
- III.** The administration will make efforts to annually survey faculty members regarding possible new remediation resources and build a master remediation list for each faculty member. This resource can also be posted online in a conspicuous location for faculty members.

Standards qualifiers:

- a) Statement regarding the expected learning outcomes for each course of instruction.
- b) Copies of any advertisements and state laws (if any) regarding recruitment efforts focused towards prospective students.
- c) Percentage of students considered to be at risk in the program and listing of student remediation efforts and resources provided within/outside of the program.
- d) Results of surveys or work completed regarding identifying the characteristics and learning needs of its criminal justice student population.
- e) Explanation of program selection criteria for new students and copies of any sample acceptance or denial letters (blank copies only please).
- f) Results of annual meeting between admissions personnel and the program.
- g) Copt of the Student Handbook
- h) Explanation of academic support services offered by the program or university.

- i) Explanation of guidance process, number of grievances filed, outcomes of any grievance hearings.
- j) Copy of suggested remediation resources for faculty to use with their students.
- k) Explanation of informational resources available to the students (on ground library, online library, etc.).
- l) Copy of student confidentiality of student records statement with explanation of how provided to students (written document, online posting, etc.).

STANDARD 3.0

FACULTY

Selection and Responsibility

- I. The program should ensure that law and justice faculty credentials closely align themselves with their specific areas of instruction and the profession. Faculty level of education attainment and personal work experience in the professions of law or justice are highly desired, and should be a primary consideration in recruitment and hiring of faculty. In addition to educational attainment the institution should also consider competence, effectiveness, and capacity, including undergraduate and graduate degree specializations, related work experiences in the field, professional licensure and certifications when appropriate, honors and awards, a continuous documentation of excellence in teaching, or other competencies and achievements that contribute to effective teaching and student learning outcomes.
- II. The program should have an open and orderly process for recruiting and appointing faculty. Current law and justice program faculty members should be included in the faculty new hire

review process, and their recommendations should be factored into any final decision for hiring new faculty members.

- III. Full-time faculty in degree programs should hold at a minimum a graduate degree in the profession of law or justice, or an earned doctorate (PhD) in law, justice, or a closely related discipline. If a faculty member possesses a law or justice graduate degree or a graduate degree in a closely related discipline, there should be evidence of experience, scholarship, and professional involvement, demonstrating a clear commitment to and identification with the field of law or justice.
- IV. The assignment of faculty by the administration to instruct in classes offered by the school or university should take into consideration (when possible) the personal experiences and interests (supported by prior experience in the field or by publications in the concentration area) of a faculty member in order that this breadth of knowledge and/or experience of the faculty member can be maximized in the classroom.
- V. The reliance on graduate teaching assistants in the classroom to instruct students should be minimized. While all classes should be instructed by faculty members if a graduate student is utilized in the classroom in an instructor capacity (ex. lecturing) the primary instructor assigned to that class must also be present in the classroom. This does not preclude the use of graduate assistants to assist in other areas of the classroom, however they should be seen as adjunct to, and monitored closely, by primary instructional staff. Qualifications of graduate assistants should include their education, experience, and training in the field of law or justice. Where graduate teaching assistants are employed, the program carefully selects, trains, supervises and evaluates them for sufficiency.

- VI. Faculty should be delineated by the school or university as full-time, part-time, or adjunct. Faculty expectations should be clearly defined, and the roles and responsibilities of each category of faculty should be aligned directly with the institution's mission and purposes.
- VII. Faculty assignments and workloads should allow adequate time to provide for classroom instruction, advise and evaluate students, continue professional growth, and to participate in scholarship, research, and service compatible with the mission and purposes of the institution or program.
- VIII. All faculty are required to attend an initial orientation delivered by the program in order to align staff with the goals and mission of the law or justice program. At this orientation faculty should also be advised in the following areas: faculty expectations, evaluation methods used for all faculty, and professional development requirements. Faculty members will be required to take advantage of training opportunities offered and supported by the institution.
- IX. The law or justice program will employ procedures for the regular evaluation of faculty appointments, performance, and retention. All instructor evaluations responses shall be confidential.
- X. Any faculty retention efforts should be focused on remediation of a faculty member in the event that a faculty member does not meet the standards set out by the university. If a faculty member is deficient in any area the school or university should offer training or remediation to the faculty member. Any such attempts at remediation should be noted in the employee personnel and program file for that instructor.
- XI. All programs must retain official transcripts for credentialing purposes from the institutions that any faculty member attended and received a formal degree. Any other schools,

universities, etc. from which the faculty member received a degree or certificate should also be secured in the office of the program director or their designee.

- XII. Programs should also have in place a faculty development plan, which includes all in-service schools attended or other professional growth opportunities attended that will enhance a faculty members expertise. For those faculty who are trained in content rather than teaching methodology the plan should include curricular concepts, new theories and techniques of instruction and learning pedagogy.
- XIII. All faculty members must be able to demonstrate a command of theory and practice, contemporary knowledge, and continuing study in the field of law and/or justice.
- XIV. Student surveys of instructors should be completed annually. ACLJE does not dictate policy matters regarding usage of the survey forms; however as a recognized good practice feedback of faculty can be a valuable source of information about the instructor's ability to connect with students in the classroom.
- XV. Faculty members need to be certified or licensed where required by law.

Standards qualifiers:

- a. Listing of faculty teaching in the program, the courses instructed by those faculty, whether courses taught are ground or online, and identification of part and full time status.
- b. Copy of document with full time to part time instructor ratios
- c. Explanation and description of orientation program for all new faculty.
- d. Explanation of recruitment process for new faculty (copies of advertisements, list of qualifications, instructor job description, contributions of faculty to recruitment and selection of new faculty).

- e. Description of faculty in-service classes attended annually.
- f. Up to date faculty vitae or profile form of current faculty.
- g. Estimates of faculty to student ratios for courses.
- h. Sample of a performance evaluation forms.
- i. Copy of faculty awards or recognition (this can be a simple listing of awards received).
- j. Copy of any required licenses for faculty where required by state or federal authorities.
- k. Copy any collective bargaining agreements where appropriate.
- l. Copy of student evaluations of faculty.
- m. Description of the program's remediation process for faculty.
- n. Sample of student evaluation forms used by the program to evaluate faculty.

STANDARD 4.0

ADMINISTRATION

- I.** The program's administrative leaders should function as a unified team and be responsible for accomplishing the mission and goals of the college or school. Staff support should be provided for the administrative leaders to ensure their effectiveness. Seminars, programs, mentors, and other activities designed to ensure the growth and development of the administrative capabilities of both the leaders and the team should be provided.
- II.** The institution will have in place a rigorous hiring process for administration and staff that focuses on academic credentials and prior work experiences of the applicant. This will ensure that the program has qualified administrative and academic officers with the experience, competence, and capacity to serve in the law or justice program.

- III. The program should define and publish policies regarding appointment and employment of staff.
- IV. The program should also have in place a policy where employees can only be dismissed "for cause". A fair and equitable process should be designed by the program whereby an employee may be given a fair hearing, if requested, on the decision to terminate their employment.
- V. Administration will also have in place an employee evaluation process for faculty and staff.

Standards qualifiers:

- a) Copies of hiring standards and job descriptions for all administrative personnel.
- b) Explanation of process for faculty and staff termination.
- c) Example of staff administration evaluation forms (blank form).
- d) List of continuing education requirements for administration and staff.
- e) Description of any administrative personnel grievance process used (if any, if none please state so) by the program (copy of forms used as well).
- f) Explanation of process used to safeguard student records and reports from fire, theft, or other possible loss or misuse of students personal information.
- g) Description of any plans for improvement in the institutions administrative functions and personnel.
- h) Description of program dean, program manager, or department chair responsibilities in relation to their administrative roles within the program (ex. Job description).

STANDARD 5.0 ACADEMIC HONESTY POLICY AND ENFORCEMENT

Academic honesty is the cornerstone of the academic integrity and the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. Each member of the academic community should stand accountable for their actions. As a result, a community develops in which students learn the responsibilities of citizenship and how to contribute honorably to their professions. Deceit and misrepresentations are incompatible with the fundamental activity of any academic program and should not be tolerated. This is especially true in law and justice education programs where the highest ethical values are expected.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

- I.** All law and justice programs are required to have an academic honesty policy and provide a copy to all students upon acceptance into the program. The procedures for handling academic honesty cases shall be provided in the academic honesty policy of the program.
- II.** The academic honesty policy statement should be printed in the student handbook and should also be posted in the classroom.
- III.** Faculty has a responsibility to ensure that academic honesty is maintained in their classroom. In the absence of academic honesty it is impossible to assign accurate grades and to ensure that honest students are not at a competitive disadvantage.

- IV. The College representative (ex., the course professor) who has information that a student committed an act of academic dishonesty shall hold a conference with the student to discuss the incident. The College representative shall advise the student of the alleged act of dishonesty and the information upon which the allegation is based. The student shall be given an opportunity to respond to the allegation of dishonesty.
- V. In all cases formal correspondence should be provided to the student regarding a decision on any allegation of academic dishonesty.

Standards qualifiers:

- a) Copy of the programs (or university) academic honesty policy outlining the policy, explaining how the academic honesty policy is enforced, and possible outcomes of violations of the policy.
- b) Copy of student handbook containing academic honesty policy statement (if provided already for another standard then it is not necessary to provide a second copy).
- c) Example (copy) of documentation provided to student who violated the programs academic honesty policy.
- d) Description of how the program works with students to assist them in understanding the importance of academic honesty and integrity for the law and justice program and the profession.
- e) Correspondence providing the number of academic honesty cases and actions taken against students accused of violations of the policy within the past year (no names need be given; this can be done in table format).

STANDARD 6.0

SHARED GOVERNANCE

Shared governance reflects a general commitment on the part of faculty, staff, academic professionals, students, and the administration to work together to strengthen and enhance the university. The law and justice community should value shared governance, because the collective participation in the programs operations enables the program to make better decisions. Being able to reach a consensus about operations of the program enhances unity, which creates a stronger institution and helps the program achieve its goals. Shared governance strives to attain mutual agreement between the administration and all appropriate representatives in making decisions in those areas to which shared governance applies.

- I.** Shared governance procedures should be written into institutional (program) policy.
- II.** Faculty and professional staff should set and play a lead role in setting academic standards and in curriculum matters. Freedom of expression, which helps ensure openness, objectivity, and creativity should also be fostered and supported by the law or justice program.
- III.** For institutions that offer a faculty tenure system a strong tenure system should be supported by the program to protect faculty academic freedom against intimidation and arbitrary dismissal.
- IV.** Faculty should have a primary role in interviewing and recommending candidates for academic appointment to the faculty, for tenure and promotion, research support, sabbaticals, and other incentives and measures of academic quality.
- V.** In addition to participation in shared governance by faculty staff members should also be allowed a voice in decisions which affect the mission and operations of the program.

Both faculty and staff should have a role in institutional committees, task forces and decision making bodies that affect their work and within their areas of expertise.

Standards qualifiers:

- a) Copy of shared governance policy statement for the program and explanation of where it can be found in the programs correspondence.
- b) Explanation of tenure system/process within the program or university, if one is utilized.
- c) Describe the process utilized to protect faculty member's academic freedom against intimidation and arbitrary dismissal.
- d) Explanation of faculty involvement in the hiring process for new faculty, for tenure or promotion, research support offered by the program, measures of academic quality.
- e) Explanation of program committees (type, scope, etc) and selection methods for committees or task forces formed by the program.

STANDARD 7.0

COURSE DEVELOPMENT

- I.** Requirements for course development in the law and justice programs will be 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 the professions of law and justice and its interrelatedness to other areas of inquiry.
- II.** All course development shall be done by the classroom instructor or a similarly qualified professional. Reliance on outside organizations who employ course

development individuals or groups with no personal experience in the professions of law or justice are not acceptable, unless the developing team or individual can provide documentation to the school or university that the developer has at least a masters degree in either the fields of law or justice, 5 years of teaching experience in the professions, and a minimum of 5 years of actual work experiences in the profession.

- III.** The program design is characterized by sufficient content, breadth, depth, coherence, and rigor appropriate to its higher education level. Individual courses and programs will be reviewed annually to ensure that the courses are still relevant to the field and are reflective of current research in the field of law and justice.
- IV.** The program and course design and continuing course development initiatives will provide the student with the opportunity for reflection and analysis of the subject matter. Programs offered through distance learning modalities (internet, television, video-conferencing, or other means) will 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.
- V.** Course development and design should take into consideration the different learning styles of students and will offer course materials through a variety of modes, inclusive of but not limited to course text books, handouts prepared by the instructor, live or recorded lectures, use of outside industry professionals (lectures, etc.) or other acceptable media. Online programs are required to offer either live or recorded video lectures prepared and given by the course instructor each week or unit, although the

use of narrated slide shows prepared in advance are also permissible in place of video lectures.

VI. The methods of evaluation of student performance are appropriate and consistent with established institutional and academic standards. It is important that courses not rely on simply one mode or type of assessment tool to determine student learning outcomes. A mixture of testing methods is more appropriate, such as short or extended essays, research papers and similar type of reports, individual and group student presentations, or other type of media/technology presentation of course materials by students. Reliance on true/ false and multiple choice testing are discouraged, as it tends to support simple short term memorization of materials instead of the critical thinking skills needed by today's law and justice professionals.

VII. The program will also have a curriculum advisory committee that meets on an annual basis to discuss such issues as curriculum, equipment and facilities, instructional related program materials, and student achievement outcomes. In order that a diversity of opinion can be developed the members of the curriculum advisory committee will be selected from among the current faculty, representatives from the employment community, practitioners, and others in the field of education. These members should, at minimum meet once a year or discuss current and future curriculum opportunities.

Standards qualifiers:

- a) Explanation of the course development process for the law or justice program.
- b) Identification of members of and results of any meetings held by the curriculum advisory/review committees.

- c) Description of how the law or justice program reflects the needs of the students, the law and justice professions, and the community.
- d) Description of how the faculty members are involved in curriculum evaluation and revision process. Describe any outside assistance/expertise used to develop or revise the curriculum and methods used to qualify such individuals/organizations.
- e) Description of any major curriculum changes in the last three years and list any proposed changes that are expected within the next academic year.
- f) Explanation of how the program determines the appropriate allocation of contact time among lecture, laboratory, and internship activities. Describe how the program monitors the number of contact hours completed for each course.
- g) List the qualifications of any outside law or justice practitioners or other individuals or organizations involved in assisting with course development (only positions and organization name required for privacy purposes) and provide the name of specific courses this assistance was provided.
- h) Provide copies of syllabuses and course descriptions used in the law and criminal justice courses within the program.
- i) Describe any internship program currently being used within the law or justice program and the individuals responsible for oversight of these programs.
- j) Results and dates of any academic reviews of the programs curriculum.
- k) List of the types of student performance measurements utilized, consistent with accepted and established institutional and academic standards.
- l) Documentation of annual program and course reviews completed by instructors or program administration.

m) Describe the use (if any) of any outside professional organizational curriculum development purchased for the program and how the program determined that the organizations materials were both current and matched the needs of the law or justice programs stated learning outcomes.

Standard 8.0

Resources and Financial Stability

- I. The financial structure of the program is sound, with the resources available for proper operation of the program and the discharge of obligations to its students. Financial statements should be prepared in accordance with accepted accounting principles and all federal, state, and local requirements.
- II. The program should prepare a financial budget for each physical year that allocates working capital for expenditures to ensure proper operation of the school and the discharge of its obligations to students as well as for program improvements and faculty development activities.
- III. The program has available sufficient facilities, equipment and budgetary resources to meet program objectives and the needs of faculty and students.
- IV. Students have access to either a physical library, university contracted virtual library, . Additionally the information resources, collections and services provide should be sufficient in quality level, diversity, quantity, and currency to support and enrich the law or justice program’s offerings.

Standards Qualifiers

- a) A copy of the programs budget for law or justice program(s) for past three years showing assets and liabilities of the program and a description of the programs budgeting process.

- b) Provide explanation of how the programs financial structure is sound with resources sufficient for the proper operation of the school and discharge of its obligations to students. How does the school monitor its budgetary projections in relation to actual income and expenses on a regular basis throughout the physical year?
- c) A description of the types and availability of physical facilities (if program is online only please state so) and equipment (classrooms, laboratories, information and computer technology) available to students, staff, and instructional faculty.
- d) Students have adequate access to library and information resources, collections and services that are sufficient in quality level, diversity, quantity, and currency to support and enrich the law or justice program's offerings.
- e) A description of the library's collection (includes physical collections available as well as virtual resources available) in criminal justice, law and other related disciplines (number of books, monographs, journals and electronic resources).